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AUTHOR Texley, Lloyd C.
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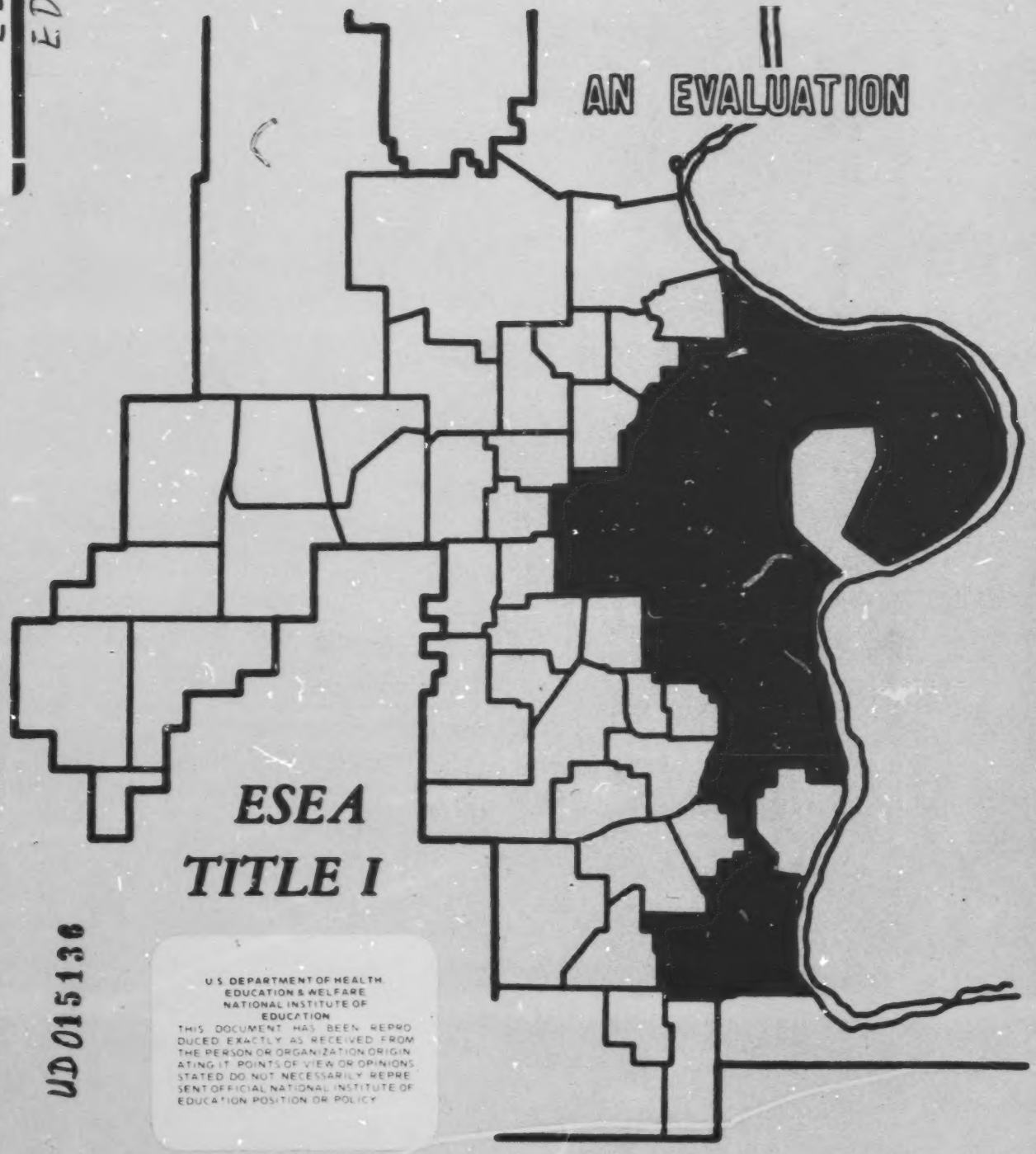
ABSTRACT

This 1965 Elementary Secondary Education Act Title I Evaluation Report illustrates a small part of the continued effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children. The multiple activities outlined in the 1973-74 Title I Proposal were designed for two purposes. First, they were to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Second, they would support this program with the type of services needed to make it successful. It was determined that the High Intensity Learning Centers for Reading for grades 3 through 12 continued to provide a sound approach for meeting the individual reading needs of children. Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades one through three. The Individualized Study Center for grades 7 through 9 served students who were not able to function in the regular school program by providing individual instruction and direction for their future. All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. (Author/JM)

ED 106 400

OMAHA PUBLIC SCHOOLS

Multiple Activities Program



AN EVALUATION

ESEA TITLE I

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UD 015136

September 1973 to June 1974

OMAHA PUBLIC SCHOOLS

OMAHA, NEBRASKA

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Pupil Personnel Services

Robert K. Davis, *Coordinator*
Title I

Prepared by:

Lloyd C. Texley
Evaluation Coordinator

Ronald S. Dvorak
Research Assistant

18022-74

INDIVIDULIZED STUDY CENTER

ACTIVITY NUMBER 93

LEA EVALUATION REPORT

PROJECT NUMBER	DATE BEGUN	DATE FINISHED
73 038	Sept. 1, 1973	Aug. 31, 1974

LEGAL NAME OF AGENCY	DISTRICT NUMBER
Omaha Public Schools	01

TOWN	COUNTY	ZIP CODE
Omaha	Douglas	68131

STATEMENT OF ASSURANCE

I certify that, to the best of my knowledge and belief, this report is true and correct in all respect; all information asked for is provided to the best of our ability; and that supporting documentation for all entries have been retained and will be made available to State Department Personnel upon request.

NAME AND TITLE OF CONTACT PERSON	TELEPHONE
Rene E. Hlavac - Assistant Superintendent Robert K. Davis - Coordinator Title I Project	402-554-1111 402 554 1111
NAME AND TITLE OF AUTHORIZED *LEA* REPRESENTATIVE	TELEPHONE
Owen A. Knutzen, Superintendent	402-554-1111
SIGNATURE OF AUTHORIZED *LEA* REPRESENTATIVE	DATE
Owen A Knutzen	August 31, 1974

TITLE I OFFICE
State Department of Education
Lincoln, Nebraska 68508

TABLE OF CONTENTS

		Activity Number	Page
PART I	GENERAL INFORMATION		2
PART II	PROGRAM EVALUATION		
	ADMINISTRATION	24	7
	MEDIA CENTER	25	16
	READING	28	
	Reading Aides		27
	Project "Read"		32
	High Intensity Learning Centers		35
	Primary High Intensity Learning Centers		41
	PSYCHOLOGICAL SERVICES	29	49
	SUPPORTIVE COUNSELING	30	
	Community Aides		49
	Counseling Services		52
	CAREER OPPORTUNITIES	36	55
	INDIVIDUALIZED STUDY CENTER	93	68
PART III	NUMERICAL INFORMATION		
	TEACHER PARTICIPATION		85
	PROJECT DATA		89

7	4		0	3	8		

Project Number

PART I

GENERAL INFORMATION

1. Is there an approved Community Action Program operating within the boundaries of your School District? Yes X No _____

2. Is there a non-public school operating within the boundaries of your school district? Yes X No _____

3. Did the Title I activities include in-service training? Yes _____ No X

   If Yes, list number of participants in the in-service below.

	Teachers	Teacher Aides	Admin.	Other
Staff paid out of Title I funds				
Other Staff				

4. Information on Parent Advisory Committee:

   (a) How many members are there on your Parent Advisory Committee? 65

   (b) How many of the members of the Parent Advisory Committee have children that:

   (1) Attend Public School 33

   (2) Attend Public School and participate in Title I 18

   (3) Attend Non-Public School 24

   (4) Attend Non-Public School and participate in Title I 15

(c) List in chronological order (starting with July 1, 1973) all meetings of the Parent Advisory Committee in which this project was discussed. Attach an additional sheet if more space is needed.

September 25, 1973
September 27, 1973
October 4, 1973
February 7, 1974
March 7, 1974
March 26, 1974
March 27, 1974
April 4, 1974
April 23, 1974
April 25, 1974
May 2, 1974

(d) List the student identification numbers (see Part III, Section 3 Student Data Sheet) of all Title I participants whose parents are on the Advisory Committee.

901575	900127	123783	012710	045507
901710	154030	125678	012711	112516
902305	038379	129044	023868	109120
101908	121492	129045	141497	900788
123427	112041	002684	121247	142298
105639	125564	002685	153470	106751
119403	139004	148167	153473	131503
136477	139006	105948	123044	112318
902087	139007	163779	114540	097225
903337	097857	108996	113246	122976

5. A. Using item 12 or 22 (Reading) on your individual needs assessment sheets, indicate the number of students by percentile bands in the following grades:

	1971-72		
	A	B	C
GRADE	1-30%	31-40%	41-49%
4	51	13	7
3	40	15	11
2	51	14	9

	1972-73		
	A	B	C
GRADE	1-30%	31-40%	41-49%
5	52	14	7
4	57	13	6
3	41	14	11

	1973-74		
	A	B	C
GRADE	1-30%	31-40%	41-49%
6	67	10	5
5	55	13	7
4	52	16	8

B. Do the figures in column A increase or decrease each year? Column B? Column C?

A Increase B Decrease C Decrease

C. What contributes to the increase or decrease in priority students in each of the columns?

An excerpt of the memo dated March 17, 1974 to the Title I Coordinator relative to test characteristics and Title I evaluation depicts areas of concern in standardized group achievement survey testing.

The number of items answered correctly on a test by a given student is called a raw score. This score presupposes the student or students being tested are able to read and respond to a good percent of the individual test items. According to the test publishers, the magnitude of the raw score is almost wholly dependent upon many arbitrary features of the test, such as the number of items, the difficulty of the exercises, and the adequacy of the time limits. The raw scores were then converted to developmental scores (grade equivalents) for interpretation. The authors of the test state three uses of grade equivalent scores:

1. they indicate the developmental level of the pupils performance (on the limited number of tasks he can perform that are included in the test)
2. they may be averaged for purposes of making group comparisons,
3. they are suitable for measuring growth (on the particular tasks the test includes and he can perform).

The authors point out the grade-equivalent of a certain raw score on any test shows the grade level at which the typical pupil makes this raw score. They go on to say, "The average yearly growth is 10 points, by definition." "Just as talented pupils should be expected to gain more than 10 points a year, it is unreasonable to expect pupils below average in ability to achieve a full year's growth in that time."

Another observation in the Iowa Tests of Basic Skills Teachers

guide is as follows:

"The achievement level of a given student depends upon many factors: the psychological climate of his home, his background experience, the nature and his motivation, as well as his intelligence or academic aptitude. Academic aptitude, as measured, is generally regarded as a relatively stable characteristic of an individual's nature and his background. It is often used as a "standard" characteristic against which to compare a pupil's educational attainments. Such measures are inevitably far from perfect predictors of achievement. Pupils at a given level of measured academic aptitude vary widely in achievement because of the factors listed and many others as well."

A further caution is made by the publishers to the effect that a norm is only a description of average achievement in all schools and should not be considered as a standard, or as an indication of what constitutes "satisfactory" achievement.

They continue by saying:

"In the evaluation of any school, many factors should be considered. A few of these are the level of intelligence of the pupils, their socioeconomic status and learning opportunities outside the school, the relative emphasis placed upon the basic skills in the curriculum of the school, and the grade placement of the content taught." "Such factors may account for large differences in performance between schools in the same system."

A norm-referenced test such as the "Iowa Tests of Basic Skills" is assembled by drawing pretried test items of considerable variability in difficulty into one collection. For most skills, some easy items were included to discriminate among the least able pupils in a grade, and a few very difficult items to provide challenge for, and discriminate among the most able pupils.

6. For each of the activities which you conducted, indicate the number of program participants who attained their grade level and were removed or will not be returned to the special activities as a result of their achievement:

GRADE	READING	GRADE	READING
3	16	8	22
4	29	9	7
5	76	10	1
6	74	11	3
7	11	12	1

PROGRAM EVALUATION

INTRODUCTION

INTRODUCTION TO PART II

The Title I Evaluation Report illustrates a small part of the continued effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children.

The multiple activities outlined in the 1973-74 Title I Proposal were designed with a twofold purpose in mind. First, they were to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Second, they would support this program with the type of services needed to make it successful.

Prompted by the continued need to raise the reading level of educationally disadvantaged children, emphasis in the 1973-74 proposal was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued to provide a sound approach for meeting the individual reading needs of children. Development of Primary High Intensity Learning Centers in Reading was further developed to provide a supportive reading skill development program for grades one through three.

Through use of the methods and materials involved in this management system, the inservice training given teachers and the outstanding efforts of teachers, principals and the Central Reading Clinic, other dimensions were added to the school system's efforts to help the individual child in the target area.

Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades one through three by tutoring children on a one-to-one basis or in small groups as their reading problems were identified by classroom teachers.

Project READ and MATH furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help.

The Individualized Study Center for grades seven through nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. Students able to make the necessary adjustments were channeled back into the regular school program. Others remained in the study center or entered a program which better met their specific needs.

All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. This reinforcement was designed to give each student a greater opportunity to achieve success in school.

In this capacity the Title I Media Center did printing, production and media work to support the Title I instructional program. It acted as a key element in providing continuous service for our Title I instructional activities.

The supportive Psychological Services enabled Title I schools to better meet the individual needs of students. Besides reinforcing our evaluation of the instructional programs, this activity further justified the selection of children being served and helped us to develop the goals and objectives of the students being served with Title I funds.

The Counseling Activity furnished another dimension to the Title I program by employing community aides who acted as liaison people between the school and community. These paraprofessionals kept parents informed of activities which could benefit their children and youth. They sought the assistance of various agencies to help families solve many of their immediate problems.

An elementary counseling program was continued in two schools on the basis of the recommendations of a needs assessment which indicated these students required a different type of support to be successful in school. Efforts were focused on children involved in Title I instructional activities.

The Inservice Program included the participation of Title I funds in the Career Opportunities Program of the Educational Professional Development Act. The purpose of this program was to train teacher aides and professional teachers to better meet the needs of children they will be serving in the future. This activity hopefully will provide better teachers. Graduates from this activity have been assigned to Title I schools as they were employed by the school system. Other inservice programs were included in each individual activity to meet the needs of that particular activity.

The evaluation aspect of this program has developed many techniques which illustrate accountability for the total program. The evaluation research demonstrated that the Omaha Public Schools have served the children and youth who should be served and in the manner outlined by the proposal.

Summer school activities consisted of a preschool program for children and a post-kindergarten program for children needing the additional six weeks of kindergarten activities to better prepare for the next school year.

Hopefully these programs will insure their future success in school. The High Intensity Learning Centers in Reading provided a summer remedial reading program for students identified by their teachers and principals as needing this reinforcement. Other classes were organized in mathematics and language arts to serve the needs of students in several Title I area schools.

The Omaha Public Schools have used every resource in an attempt to better educationally prepare children in the target area for their future. Title I of the Elementary and Secondary Education Act has been only one of the many resources used. Funds from this source have been linked with other local, state and federal programs in order to establish a stronger instructional program. Each Title I activity was planned to compliment other Title I activities and the total school program in an effort to serve children and youth who are eligible and need this type of additional service.

ADMINISTRATION

ACTIVITY NUMBER 24

ADMINISTRATION

ACTIVITY NUMBER 24

The administrative personnel necessary to plan, implement and operate the Title I program was provided through this activity. These administrators served all the Title I activities in their designated capacities.

The efforts of persons in this activity helped to ensure the success of the Title I program by working in close cooperation with the Nebraska State Department of Education, adjusting the budget and disseminating information throughout the school year.

Furnishing the necessary information to the Parent Advisory Council, agencies, public and private schools and institutions for them to follow current activities and plan new ones were major functions of the Title I administration.

OBJECTIVE 1

Provide adequate administrative personnel to fully develop and operate the Title I project.

* * * * * * * * * * * * * * * * *

Administrator - The Title I administrator composed the Title I proposal, coordinated the various activities in the proposal, interpreted the law to project directors, worked with the Parent Advisory group in planning the proposal and maintained all records justifying the program, showing the procedures followed and illustrating what heppened in the program. Eighty percent of the administrator's time is spent on Title I activities and twenty percent on Omaha Public School duties.

Finance Administrator - Approximately 42 percent of this administrator's time (time included services of many people in secretary's office not paid by Title I) was spent serving the Title I program. The area in which he served Title I was accounting, and he specifically coordinated payroll procedures, purchasing procedures and data processing reports. He prepared monthly, quarterly and yearly accounting reports.

Business Administrator - Approximately 42 percent of this administrator's time (time included the services of many people in the business office not paid by Title I) was spent processing requisitions, pricing materials

and equipment, handling bids and procuring appropriate materials and equipment. He handled the correspondence necessary to guarantee the completion of purchases to operate the Title I program.

Personnel Administrator - Approximately 42 percent of the administrator's time (time included services of many people in the personnel office not paid by Title I) was spent procuring various types of personnel needed in the Title I program. With each applicant this involved interviewing, procuring pertinent information and the processing of two hundred fifty eight job positions.

Educational Assistant, Private Schools - This administrator was employed to ensure adequate services were provided private schools and institutions. Sixteen private schools and two institutions were involved. This liaison improved services to private schools and institutions and ensured a program that met the needs of the children being served.

Administrative Intern, Title I - This administrator was employed to help compile the reports necessary for Title I. He was involved with the Consolidated Programs Information Report (C.P.I.R.), comparability report and needs assessment necessary for the Title I program. This person also served as a liaison between the thirty one public schools involved in the program and the Title I office. He helped coordinate activities with the project directors.

Disseminator of Information - This person disseminated information to the total community about Title I activities with seven issues of the Title I Frontier, six local radio shows and six television shows. All brochures were written by this person and all news releases were sent from this office.

Clerical - Three full-time clerks and one part-time clerk (42%) were used to support the above administrators to successfully complete the Title I activities. Two of these clerks were assigned to the Title I office, one full-time clerk to the business office and 42 percent of one clerk's time was assigned to the financial office.

OBJECTIVE 2

Prepare the Title I project budget.

* * * * * * * * * * * * * * * * * * *

The Title I proposal and budget were approved by the Parent Advisory group May 3, 1973. The Board of Education gave their approval for the 1973-74 budget at their meeting on August 6, 1973.

OBJECTIVE 3

To work closely with the Nebraska State Department of Education and to keep them informed of the progress of the Title I project.

* * * * * * * * * * * * * * * * *

Seventeen phone calls were made between the Local Education Agency (L.E.A.) and the Nebraska State Department of Education. In addition, eleven meetings were held in some form between the two agencies to establish the program, interpret the program and ensure that the program was operating properly.

OBJECTIVE 4

Ensure that all personnel follow the proper procedures in conducting the various activities.

* * * * * * * * * * * * * * * * *

Two meetings were held with principals supporting Title I activities in their buildings to answer questions about the Title I program. Project directors were involved in planning the proposal, and proper interpretations of the program were made for them as questions arose. Budget summary sheets were examined each month and are maintained as permanent records.

OBJECTIVE 5

Disseminate information to interested groups and agencies.

* * * * * * * * * * * * * * * * *

The job of disseminator of information for Title I involved informing interested groups, agencies and the general public of the Title I project and of pertinent documents relating to it.

One method used to accomplish this purpose has been through the development and publication of the Title I Frontier, a monthly newspaper dealing with activities in the school and community. This newspaper is distributed to

parents through the schools and to cooperating civic and community agencies and church groups. These included: the Urban League, School Community Advisory Council, Interdenominational Ministerial Alliance, Presbytery Education Committee, GOCA (Greater Omaha Community Action), legislators in state and federal offices, city officials and interested persons. (An example of a Frontier is included for examination.)

The news disseminator received information from principals and teachers. Frequently ideas were gathered from job orders submitted to the Title I Media Center. Students and teachers were interviewed for feature stories. A regular feature was an interview with a member of the community regarding his views on the Title I programs. Several of the stories featured in the newspaper were picked up and used by the local newspapers. Articles were also written which were carried in the Sunday supplement of a local newspaper.

To further report specific Title I activities, the disseminator of information wrote and planned brochures and assisted in writing newsletters to various groups of persons working in Title I programs. Assistance was given to create materials such as those used during National Education Week to tell the Title I story.

The disseminator of information also informed local news media of Title I programs and activities in Title I schools. To gain publicity for specific events, items were written for the newspaper and submitted to the Office of Public Information Services of the Omaha Public Schools to coordinate reporting activities.

Another type of news coverage was gained by writing query letters to the local press to gain their interest in writing about certain programs. The resulting stories were written by the reporters of the newspapers who accepted the idea. A file has been kept of all the stories which appeared in the local press.

Arrangements were developed and planned for 105 minutes of local TV time to tell about various Title I activities. Radio time was also made available through the efforts of the disseminator of information. She planned shows involving 175 minutes of air time for Title I. One show on the HILINC reading program was rebroadcast by popular demand. This was an hour show. Numerous news releases were developed through this person for the press.

OBJECTIVE 6

Meet with all interested individuals and/or groups to explain the Title I project.

* * * * * * * * * * * * * * * * *

Every person or agency making inquiries were provided with all the public information they requested about Title I. This list includes: Human Relations Board, Urban League, Community Action Agency, various school districts, Regional Office of Education in Kansas City and various parent groups. Nine such requests were made during the 1973-74 budget year.

OBJECTIVE 7

Provide leadership for community groups and agencies working with the Omaha Public Schools in planning the Title I project. These groups and agencies include the School-Community Advisory Committee (Advisory Council), which also serves as the Title I advisory committee, the Greater Omaha Community Action, Inc., the non-public schools participating in the project, institutions and Omaha Public School Administrators and teachers.

* * * * * * * * * * * * * * * * *

Five Title I Parent Advisory Council meetings were held in 1973-74. All meetings were open for attendance by people not part of the council. The council was composed of twenty-four parents, educators and representatives of agencies. Fourteen members of the council are parents with children involved in the program. In addition six area meetings were held in four different sections of the Title I area. These meetings were made up of parents and principals from both public and private schools. The parents of the various areas elected the parent members for the Advisory Council and provided much of the guidance in the development of the new proposal. A meeting with each Community Action Neighborhood Advisory Board was held seeking input for this year's Title I proposal prior to recommendations being submitted to the Parent Advisory Council. Numerous informal sessions were held with classes at local universities, interested parent groups and other school districts seeking information about Title I activities. All information will be documented in the 1973-74 proposal.

MEDIA CENTER

ACTIVITY NUMBER 25

MEDIA CENTER

ACTIVITY NUMBER 25

Through support of the Title I instructional programs, the Title I Media Center realized its aim to help educationally deprived children achieve their educational goals.

Since its inception in 1965, the Title I Media Center has provided supplementary educational aid through the purchase and production of supplies, materials and techniques needed for instructional programs supported by Title I funds. The facility houses printing and production departments, administrative offices, an art room, photo darkroom and storage space. The specialities of a staff of fifteen persons are utilized to produce instructional materials and services not available on the commercial market.

Teachers who availed themselves of the services of the Title I Media Center realized a twofold benefit . . . more professionally produced classroom aids needed for educationally deprived children and more free time to work with these children. The Title I Media Center sought to fulfill its purpose by helping teachers to individualize teaching techniques, materials, and curriculum to meet individual needs of all educationally deprived children.

OBJECTIVE I

Employ a center leader, artists, graphic artists, machine operators and clerical staff to provide services necessary to meet the needs of the Title I project.

* * * * * * * * * * * * * * *

The following is a list of positions which comprised the media center staff during 1973-1974. The specialities of these people were utilized to produce instructional materials and services not available commercially.

DIRECTOR – was responsible for the entire operation of the media center. She approved all jobs to be done, approved all orders for supplies and materials and directed the activities of the entire staff. She also worked with many teachers and administrators in the development and creation of new materials.

MEDIA SPECIALIST A – was responsible for the maintenance of necessary supplies for the print shop. He assisted in the supervision of employees involved in the production of printed matter.

MEDIA SPECIALIST B – acted as a liaison between Title I schools and the media center, advising teachers on the services available at the center and assisting them in the production of innovative, educational material. Instruction was given on the use of audio visual equipment

and assistance offered in the production of audio visual material. He was responsible for the maintenance of this equipment.

MEDIA SPECIALIST C – assisted in the production of educational material, working closely with the other media specialists. He was responsible for photography and darkroom printing including work to be run on the printing presses.

CLERK – was responsible for writing work orders and requisitions for purchase, printing and production of material. She received merchandise, stamped and distributed it to schools. She also did billing and prepared the monthly payroll.

TYPIST – typed teacher originated material, making it ready for offset reproduction.

PRODUCTION CLERK – collated materials into book form. They either stapled this material or punched and bound it into finished form. Other duties included thermo binding, wrapping, folding and laminating.

PRESS OPERATORS (four) – printed material on Addressograph-Multigraph 2850, 2650, 1250, 1870 offset presses. Photo direct masters and metal plates for printing which required long runs or large coverage areas were done on the 1250 offset press. Work which required color or quality work was done on the 1870 press.

ARTISTS (two) – created, illustrated, painted and drew material. Their artistry produced posters, games pamphlets and flash cards. They illustrated books and set up newspapers. One often prepared negatives for printing by stripping and masking them.

GRAPHIC ARTISTS (two) – were responsible for typing, composing and setting up material which varied from programs, pamphlets and fliers to newspapers and books. They prepared negatives on masking sheets for use in making plates to print. Often jobs required justifying type.

OBJECTIVE 2

Provide two media specialists to:

a) assist in the identification, investigation, experimentation and exploration of new materials and teaching techniques.

b) encourage the classroom teachers of all Title I schools identified in the Title I proposal to request services which can be performed or materials which can be prepared by specialists in the media center.

* * * * * * * * * * * * * * * * * * * *

During 73-74, media specialists B and C (as listed in objective one) functioned in accordance with this objective. They conducted inservice meetings on the preparation of educational materials for classroom use. They informed teachers and other professional people within Title I about the services available at the media center. They worked in the Title I schools with a library media program designed to increase awareness of more advanced teaching and learning methods through the use of media material. They also aided the classroom teacher by providing time in the classroom for special projects employing media or audio visual equipment.

The media specialists provided technical advice and knowledge of media materials in use today. They aided in individual or group teacher evaluation programs and informed teachers and other Title I personnel of the services provided by the media center. This work involved giving tours of the media center and talking with teachers about the media center service.

In the service area, the media specialists demonstrated the proper care and use of all types of audio-visual equipment available. They produced or aided in the production of professional quality materials involving: photography, slide/film presentations, audio taping or duplicating, video tape recording, printing, transparencies and laminations.

The media specialists conducted inservice programs on the use and operation of the following media services:

1. The video-tape recorder system
2. Audio-cassett recorders
3. Language master
4. Laminators
5. The still camera
6. Print and copy preparation

They also conducted inservice programs on the preparation of the following instructional materials:

1. Overhead transparencies
2. Hand prepared film strips
3. Slide programs
4. Audio tapes

For a record of the total number of inservice workshops held by the media center during 73-74 refer to objective three. This compilation will account for all inservice sessions conducted by the media specialists. The academic areas to which these sessions apply can be found in objective three.

Media Specialist A was responsible for maintaining necessary supplies for the print shop and artists. He supervised the employees involved in the production of printed matter and art work. He also performed creative work as well as photographic printing in the darkroom. His specific duties during the year included:

1. Scheduling jobs to the production timetable.
2. Assigning jobs to instant copy, photo direct or darkroom. (depending on the nature of the job)
3. Submitting supply requests to the Media Center Director for all supplies necessary for operation of the media center.
4. Training and supervising all personnel in the darkroom, printing and finishing departments.

OBJECTIVE 3

Provide educational materials for eligible Title I students through the use of the photographic, printing, collating, laminating and binding equipment available in the media center.

* * * * * * * * * * * *

The production chart below is an account of the number of media center projects initiated for specific academic areas.

Reading	2304
English	97
Social Studies	103
Science	84
Math	1641
Cultural Studies	612
Other	952
TOTAL	5793

In addition, the types of media services offered and their respective counts are shown on the next page.

OBJECTIVE 4

Purchase and make available to eligible Title I students all materials necessary to ensure success for all Title I activities.

* * * * * * * * * * * * *

All instructional materials and supplies purchased through this activity were acquired for the sole purpose of providing support for the Title I project. These items were used for art work, printing and the development of supportive activities. A review of expenditures shows the following distribution:

Instructional materials (kits, books and reusables)	$1,070.36
Audio-Visual Supplies (paper for printing, chemicals, tapes)	$81,144.55

OBJECTIVE 5

Provide inservice workshops to orient the supervisiory staff and Title I area teachers with services available in the media center.

* * * * * * * * * * * * *

The chart in objective number three reflects the monthly number of workshops conducted by the media center and the attendance at these sessions.

OBJECTIVE 6

Assist in the development of student and teacher prepared projects.

* * * * * * * * * * * * *

The charts below list the origins of media center jobs completed during the 1973-1974 school year.

Teacher	1386
Principal	565
Supervisor	3842
TOTAL	5793

Administrative	1576
Instructional	4217
TOTAL	5793

JOB	MONTH	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	1973-74 TOTAL
Photography	Assignments	14	8	11	13	9	15	10	18	12	3	113
	No. Taken	280	160	220	260	180	300	200	360	160	60	2180
Film Processed	Black/White	27	11	12	26	11	9	15	55	39	12	217
	Color Print	25	23	18	13	28	15	23	65	20	6	236
	Slides	28	21	36	15	17	22	18	25	21	14	217
	Movie	3	–	4	11	–	3	2	4	6	3	36
Printing	Black/White	201	195	537	74	40	36	229	234	94	82	4472
	Color	148	134	64	64	48	40	68	266	112	90	3020
Photo Copies	Slides	152	462	236	13	123	87	33	268	234	76	1684
	Other	46	32	22	25	19	42	97	46	74	30	433
Audio Original	Reel	1	–	–	1	–	–	–	2	–	–	4
	Cassette	48	40	38	–	–	2	2	5	6	7	148
Audio Copies	Reel	–	–	6	–	–	2	–	1	–	–	9
	Cassette	108	281	396	813	90	185	88	60	263	989	3273
V T R	Original	–	1	–	3	–	3	–	–	–	–	7
	Duplicate	3	–	–	–	10	–	2	5	2	4	26
Presentations	Number	3	2	4	4	5	2	11	4	3	4	42
	Present	700	42	22	160	400	310	750	200	75	38	2697
Set up and Demonstrations		9	6	3	11	7	2	1	3	7	5	54
		17	18	4	33	21	19	1	15	10	7	145
Repair		21	8	6	1	1	4	8	6	3	5	63
Vacuforms		2344	161	568	–	509	477	274	1073	1028	186	6620

An inspection of the chart on this page and the following pages will reveal the number of jobs completed and items produced for Title I schools or activities. It shows that during the regular 1973-74 school year the media center produced items for jobs requested by Title I supported schools and activities.

The chart also indicates a linkage with other federal projects.

JOB / SCHOOL		Title I Activities	Title I Schools	Non-public Schools	Other Fed. Funded Programs	TOTAL
Art Work	*	19	408	72	10	509
	**	157	2,895	572	58	3,682
Laminate		14	942	486	29	1,471
		364	66,519	61,776	1,865	130,524
Mount		2	12	1		15
		7	181	1		189
Print		472	583	533	134	1,722
		1,450,969	1,225,009	497,442	221,424	3,394,844
Compose		73	160	273	23	529
		268	17,928	2,135	94	20,425
Collate		103	154	318	43	618
		139,791	406,254	258,967	77,205	882,217
Staple		75	94	291	37	497
		60,098	156,136	215,467	51,190	482,891
Punch or Drill		33	32	13	5	83
		50,710	54,691	12,925	18,157	136,483
Bind		17	21	11	5	54
		38,973	42,466	12,854	18,157	112,450
Fold		48	36	9	9	102
		98,820	18,470	3,190	18,450	138,930
Pad		43	77	54	3	177
		620,400	294,857	68,295	12,250	995,802
Thermal Ditto			3		2	5
			45		43	88
Transparency		1	2	7	1	11
		2	62	30	9	103
TOTAL		900	2,524	2,068	301	5,793
		2,460,559	2,285,513	1,133,654	418,902	6,298,628

* First line – number of jobs completed in each column

** Second line – number of items produced

OBJECTIVE 7

Provide desirable linkages with other federally funded programs needing the type of services provided through the media center.

* * * * * * * * * * * * *

Three other federally funded programs, took advantage of media center services during the year.

The production chart submitted in objective three indicates the number of jobs these programs received for each service offered by the media center.

OBJECTIVE 8

Keep an ongoing record of the types of projects developed, purchases made and the distribution of supplies and equipment for the Title I schools..

* * * * * * * * * * * * *

Amounts of materials and supplies purchased and expended to support instructional activities of Title I students were entered as a part of objective four. The table shown in objective six indicated the point of origin for projects carried out by the media center. Eighty-eight percent of the projects were specifically "teacher initiated." Sixty-eight percent of the projects were "instructional" in nature.

The following list indicates the kinds of jobs developed by the media center in three areas: printing, creative work and audio-visual materials production.

PRINTING

- Awards
- Writing Charts
- Progress report forms
- Invitations
- Games
- Booklets
- Word lists
- Maps
- Mathematics tables
- Programs
- Periodic publications

CREATIVE WORK

- Posters
- Book covers
- Hand lettering
- Materials using construction paper
- Drawings
- Signs
- Flash cards
- Charts
- Maps
- Calendars
- Bulletin board displays

AUDIO-VISUAL MATERIALS - ACTIVITIES

Photography - still and motion - black and white or color
Slide or film presentations
Audio - taping and duplicating
Video tape recording
Transparencies
Laminations

READING

ACTIVITY NUMBER 28

READING ACTIVITY NUMBER 28

The need to provide supplementary reading programs to aid children in disadvantaged areas resulted in these reading activities in Title I schools:

READING AIDES worked with individuals or small groups of students to reinforce reading skills on the first to third grade levels. Trained in specific skills, these individuals assisted the teacher in testing and tutoring in the areas of work analysis, reading vocabulary, comprehension and oral reading. Children were thus given an opportunity to succeed.

OBJECTIVE1

Help teachers with pre- and post-testing of students, record test results as well as other information necessary to demonstrate the success of the activity.

* * * * * * * * * * * * * * * *

The group achievement survey testing program required little assistance on the part of reading aides. While unified responsibilities were not developed for the aides as a group, assistance with preparing test materials and handling completed tests was carried out in several instances.

A system for recording the reading skills done with individual students was organized and diligently applied by each reading aide. The daily record of work accomplished and periodic reporting back to the classroom teacher formed the base from which the end-of-year summaries were made.

OBJECTIVE 2

Aid teachers with eligible Title I children during the reading periods to help each student gain in reading commensurate with his own level of ability.

* * * * * * * * * * * * * * * *

Forty-two primary Reading Aides in thirty-five schools assisted 1777 students. This was an unduplicated count of boys and girls mastering specific reading skills. These students were directed to the Reading Aide by the classroom teacher who had pinpointed the specific skill to be reinforced.

A distribution of the students served is shown below.

Grade	Kdg'n.	Pre 1	1	2	3	4	5	Total
Number	13	68	669	633	379	14	1	1777

The skill areas for which the aides received training were vocabulary and word analysis techniques. During the frequent inservice workshops each aide developed the instructional materials with which to work. There were therefore, close working relations between the classroom teacher and the reading aide.

Mastery of 24,778 specific skills were accomplished by students directed to work with the aides. Most students developed a given skill through several book levels. For instance 1299 students worked on recognition of reading vocabulary. These students learned sufficient words to advance them by 4740 levels.

The work being done in this program can be visualized in terms of an aide working with a child on a specific reading skill at the direction of the classroom teacher with materials and techniques learned in a series of organized workshops. The full scope of the work done by the Reading Aides is shown below.

Reading Skills Delivered By
The Primary Reading Aides

Reading Vocabulary Skills

Skill	Number of Students	Skill Levels Mastered
1. Recognize letters of the alphabet	530	530
2. Discriminate similarities in letters	328	328
3. Read words from left-to-right	199	199
4. Write letters of the alphabet	383	383
5. Recognize grade level reading vocabulary	1299	4740

MANAGEMENT SYSTEM SKILLS DELIVERED

PRIMARY READING AIDES - TITLE I

SUMMARY OF SKILLS ACCOMPLISHED
BY STUDENTS 1973 - 1974

	Reading Vocabulary						Word Analysis Techniques														
	1. Recognize letters of the Alphabet	2. Discriminate Similarities in Letters	3. Read Words from Left—to—Right	4. Write Letters of the Alphabet	5. Recognize Grade Level Reading Vocabulary	6. Recognize Initial Consonants	7. Recognize Final Consonants	8. Recognize Consonant Combinations	9. Recognize Common Elements	10. Vowels—Long	11. Vowels—Short	12. Vowels—Special	13. Recognize and Use Roots, prefixes, suffixes	14. Divide Words into Syllables	15. Recognize Rhyming Words	16. Recognize Compound Words	17. Blend Word Parts	18. Digraphs	TOTAL SKILLS		TOTAL STUDENTS
GRADE							PUBLIC SCHOOLS														
Kindergarten	13																		13		13
Pre-first	58	17	14	21	115	162	79	15	47	31	35				28		12	15	649		68
First	314	176	117	261	1416	1543	520	706	728	531	520	82	25		224	32	148	189	7532		594
Second	77	87	38	58	1846	1257	531	1389	671	715	625	454	16	13	180	87	213	235	8492		567
Third	20	32	17	20	767	404	216	675	442	628	452	495	45	20	79	55	206	86	4659		306
Fourth	1			1	20	18	20	40	8	36	22	27	1	5	10	10	10	3	232		10
Sub-Total	483	312	186	361	4164	3384	1366	2825	1896	1941	1654	1058	87	38	521	184	589	528	21577		1558
							PRIVATE SCHOOLS														
First	41	11	1	4	142	277	126	122	24	127	102			14	38	18	15	26	1088		75
Second	5	2	6		226	126	52	220	36	198	126	24	66	5	15	27	8	14	1156		66
Third			6	15	208	67	41	105	21	131	59	73	48	30	10	24	3	18	859		73
Fourth	1	2		3		13		14		15	9	3	8	3	3	3		3	80		4
Fifth		1						3		5	3		3	1		1		1	18		1
Sub-Total	47	16	13	22	576	483	219	464	81	476	299	100	125	53	66	73	26	62	3201		219
TOTAL	530	328	199	383	4740	3867	1585	3289	1977	2417	1953	1158	212	91	587	257	615	590	24778		1777

Word Analysis Techniques

Skill	Number of Students	Skill Levels Mastered
6. Recognize initial consonants	816	3867
7. Recognize final consonants	519	1585
8. Recognize consonant combinations	754	3289
9. Recognize common elements	789	1977
10. Vowels - long	567	2417
11. Vowels - short	626	1953
12. Vowels - special	355	1158
13. Recognize and use roots, prefixes, suffixes	56	212
14. Divide words into syllables	53	91
15. Recognize rhyming words	497	587
16. Recognize compound words	200	257
17. Blend word parts	349	615
18. Digraphs	520	590
		24,778

In-service activities for the purpose of developing review, drill and practice techniques on the part of the aides continued throughout the year. Semi monthly meetings of aides helped to resolve individual problems. Techniques, games, work sheets and other means of skill reinforcement were introduced. An intensive two-day session provided a broad range of suggestions to improve the service to boys and girls in skill areas shown above.

A study was made in an effort to determine the degree to which skills mastered with the assistance of Primary Reading Aides were retained. A time lapse of three months occurred between initial mastery and this study.

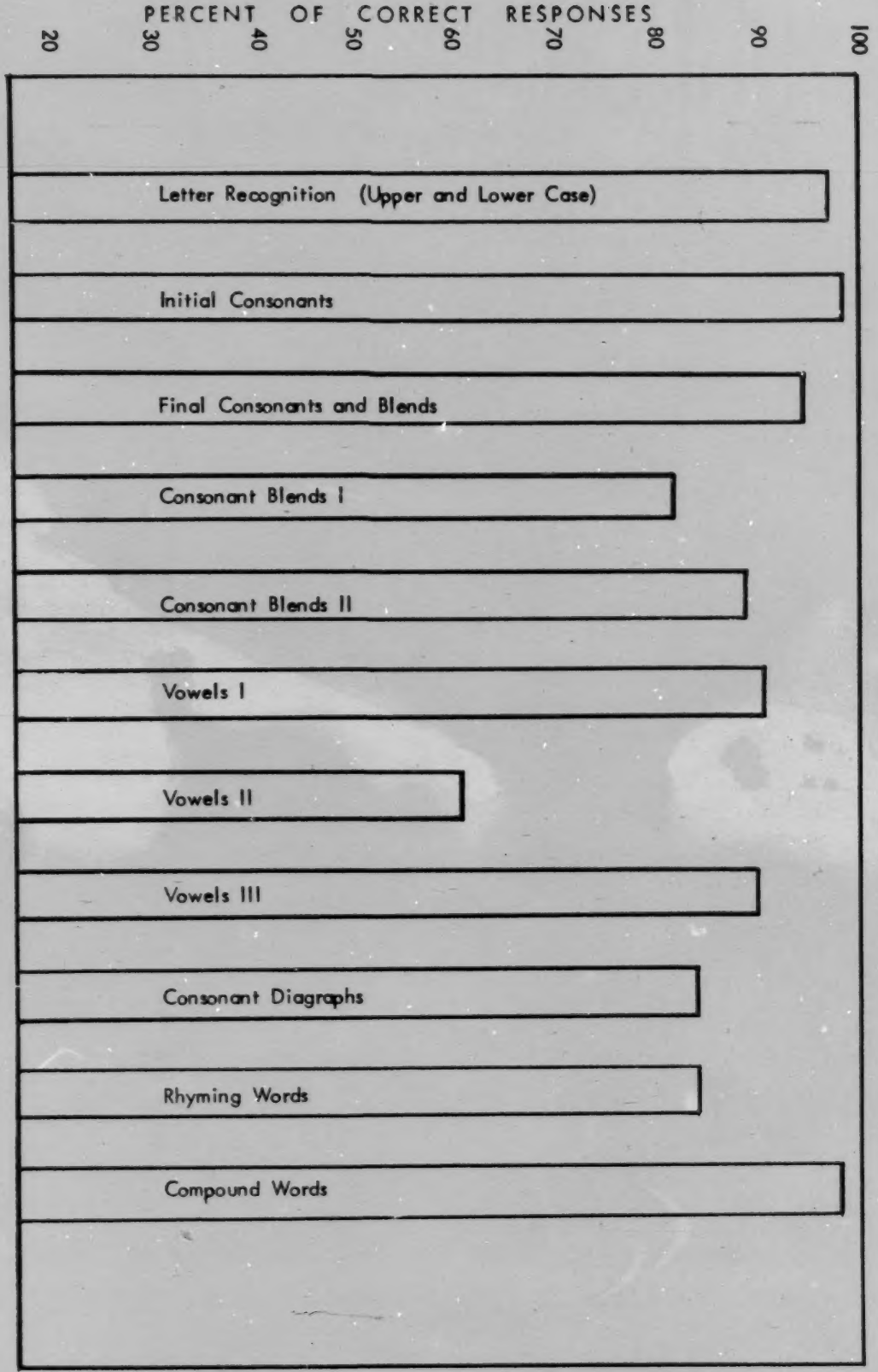
An inventory was taken of all skills successfully accomplished before Dec. 21, 1973. Second graders were identified as having the greatest number of skills accomplished by this time.

The director of the Primary Reading Aide Program reviewed available published materials with which to check retention of as many specific reading skills as possible. As a result, the Science Research Associated diagnostic probes were selected and administered in March, 1974. These "probes" measured the mastery of skills previously accomplished.

The Primary Reading Aides worked only with pupils sent by their classroom teacher. Only pupils requiring practice, drill, and reinforcement in specific vocabulary and word analysis skills therefore were assisted by the aides. Each skill contained a criterion for mastery at the reading level in which the child was working.

An accompanying chart shows the precent of correct responses on items which were specific to the skills mastered by students in grade two. Mastery level in letter recognition (upper and lower case), initial consonants, final consonants and blends, and compound words were found to be above the ninety-five percent level. Mastery in three additional skills remained above the eighty-five percent level. Assorted consonant blends, long vowels, including digraphs, consonant digraphs, and rhyming words were found to be in need of review to sustain previous mastery levels. Additional reinforcement was included for those students showing low mastery levels.

A heightened sense of accomplishment was generated when information from this study was reported back to the Primary Reading Aides.



LEVEL OF PERFORMANCE BY SECOND GRADERS AFTER A TIME LAPSE OF THREE OR MORE MONTHS AFTER WORKING WITH PRIMARY READING AIDES

PROJECT READ was continued for the third year at Lothrop School, providing individualized instruction for eligible elementary students. Developed and supervised by Behavioral Research Laboratories, this system of programmed instruction was utilized through special textbooks, storybooks, learning games and practice materials. Students were pre-tested to determine the point at which they entered the appropriate remedial material. Work was organized into logical sequence and broken down into concrete steps.

OBJECTIVE 1

Provide a supplementary reading program, the Sullivan Programmed reading materials, to support the development of language skills for eligible Title I children and youth on the intermediate and junior high levels.

* * * * * * * * * * * * * * * *

Approximately 400 programmed textbooks were added to an initial inventory of 7500 books thus providing the necessary base for "Project Read". This basic material was supported with an extended inventory of comprehension readers, correlated readers, game boxes, kits, folders, tests and teacher handbooks. "Project Read" was well supported with programmed materials which formed its base.

OBJECTIVE 2

Help each student achieve gain in reading commensurate with his own level of ability.

* * * * * * * * * * * * * * * *

The Behavioral Research Laboratories (BRL) system is based on the essential elements of our language to show the relationship between written letters and sound. The program takes the place of a tutor for the student leading him through a set of specified behaviors designed in sequence to establish a pattern for learning. The essential characteristics of the system are:

An ordered sequence of stimulus items;

A specified response by the student;

Reinforcement of the response by immediate knowledge of the results;

Progress in small ordered steps.

A table below shows the number of participants in March, 1974. The participants are shown by a grade distribution.

Number of Students in BRL "Read"

Grade	1	2	3	4	5	6	Total
Number	69	71	90	93	85	106	514

Each student started in the program by taking a diagnostic test. Individual placement in the material was then possible. After an introduction to the programmed materials (texts, comprehension readers and correlated readers) each student worked independently. "In-book" tests occur after each twenty-four pages. These tests were then corrected by the teacher who gave further instruction on the concepts which continued to give the student trouble.

Placement in the materials was, therefore, indicative of student progress. The following chart displays the movement of students entering the program in September, 1973 and continuing through May, 1974.

Points indicated on the chart represent the middle student for a given grade. A comparison of the September and May positions indicates the advance of the class as a whole. The range of placements indicated the diversity of starting points as well as individual student growth.

June 1974

BOOK PLACEMENT IN "BRI READ"

September 1973 - May 1974 *

Grade		Reading Readiness A	B	C	D	Series I 1	2	3	4	Series II 5	6	7	8	Series III 9	10	11	12	13	Series IV 14	15	16	17	Series V 18	19	20	Worked out of the Program	Total *
1	Pre	x6 2																									62
	Post	10	6	1	8	■8	19	8	1	1																	62
2	Pre	11	6		x11		5	4																			37
	Post			4	2	7	■12	11	1																		37
3	Pre	5	2		3	7	7	x10	8	12	8	6															68
	Post		3		3		1	5	7	7	4	■4	7	9	5	1		2	6	1	2			1			68
4	Pre		2		5	10	2	2	2	x6	2	4	5		7	2	2	1	1	1		1			1		56
	Post			1	1	2	3		4	2		2	2	3	2	■7	5	3	2	1	2	7	2	1	2	2	56
5	Pre	2			6	6	2	1	3	2	x4	1		1	2	3	2	2	3	2	2	3	2	2			51
	Post		1			1	2	1	3	5	5	3	■4	1			1	1	2	1		3	1	8	1	7	51
6	Pre				4	1	1	6	3		1	3	4	7	x7	5	3	6	5	4	3	1					64
	Post							1		2	5	5	1	5	2	5	4	■3	5	7	1	2	2	4	5	5	64
																											338

* - Includes only those students continuing from September through May

x - September median book placement

■ - May median book placement

-34-

HIGH INTENSITY LEARNING CENTERS (HILINC) in reading provided individualized instruction for eligible students from fourth through twelfth grades. Materials and services were provided through a management system designed by Dr. S. Alan Cohen of Yeshiva University, New York, and developed through Random House. While placement in a center was determined on a pre-testing basis, the work a student did was individually prescribed and self-directed. The student was placed at an instructional level at which he could succeed.

Approximately twenty-five pupils were scheduled into HILINC centers for one period (40 to 60 minutes) each day. At the outset of the project, pupils were diagnosed on an initial module of Instructional Objectives Tests to determine some of each child's specific needs. Specific materials and activities for each child were then prescribed according to this initial diagnosis. This process continued throughout the year - diagnosis and prescription. As the child mastered each instructional objective, new "instructional objectives tests" were administered and new prescriptions assigned. The student moved at his own pace. The materials and activities were selected to provide maximum responsiveness to the pupil's need in terms of skill, content, level and rate of learning. The materials were, for the most part, self-directing and self-correcting. Most were carefully sequenced so that pupils could move on independently with a minimum of teacher direction.

In each center one teacher and one teacher aide served the students and worked with all teachers in familiarizing them with the High Intensity Learning Centers for reading. The teachers and aides were supervised by members of the instruction Department.

OBJECTIVE I

Gain 1.0 grade level on the reading comprehension sub-test of an established standardized reading test on which the student has scored within +1 or -1 standard deviation on the pre-test.

* * * * * * * * * * * * * * * *

During the course of the 1973-74 school year 4261 students participated in the HILINC program. Of these 3496 were in centers located in Title I public schools and 765 were in private schools located in the area designated for the Title I project.

In as much as the HILINC program was designed for individualized instruction, many student participants in the fall of 1973 were no longer active in the spring of 1974. Reading comprehension tests (Gates MacGinitie and Iowa Silent Reading) were administered to students as they entered the program and again at the close of the school year. The difficulty level of the tests administered corresponded to the level of reading at which the student was working. The post-test administered was also at this "instructional" level. The table below shows the average shift for public school participants at each grade level.

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS
Gain In Reading Comprehension Scores
October 1973 - May 1974

Grade	Number of Students	Average Gain
3	240	7.2
4	597	6.9
5	622	7.5
6	466	8.3
7	215	7.6
8	85	11.9
9	46	7.7
10	27	-
11	15	-
12	---	-
Total	2313	1.13

On the basis of seventy percent of the HILINC participants the average shift in reading comprehension as measured at the instructional level was in excess of one year. The lapsed time between the pre- and post-testing was seven months (seven-tenths of a year). The 2313 students reported include all those for whom both pre- and post-test data was available. Many other students moved away from the school, missed pre- or post-testing or discontinued their participation in the program. It can be said that there was an average gain of one year in reading comprehension for students continuing in the HILINC program for seven months.

A further analysis of this shift gives greater insight into the thrust of the 1973-74 HILINC program. Students participating in the program were selected from among those having "less than average" reading skills. In other words, students scoring less than the fiftieth percentile on a standardized group achievement test in reading were selected as

participants in the program. The average rank of 1973-74 HILINC participants was closer to the twenty-fifth percentile.

On the basis of pre-test reading comprehension scores, these participants, in the past, increased this skill by 3.9 months during a seven month instructional period. The table below shows the expected growth in months for each grade based on the same students' past performance.

HILINC PARTICIPANTS 1973-74

Expected Gain In Reading Comprehension Skill

Grade	3	4	5	6	Elem.	7	8	9	Sec.	Program Total
Students	240	597	622	466	1925	215	85	46	346	2313
Months	3.1	3.6	3.9	4.7	3.9	3.7	4.0	3.9	3.8	3.9

Actual changes in reading comprehension were determined by post-testing. These results are summarized below.

HILINC PARTICIPANTS 1973-74

Actual Gain In Reading Comprehension Skill

Grade	3	4	5	6	Elem.	7	8	9	Sec.	Program Total
Students	240	597	622	466	1925	215	85	46	346	2313
Months	10.3	10.5	11.4	13.0	11.4	11.3	15.9	11.6	12.5	11.3

The impact of the HILINC program becomes more visible when a comparison of the actual shift in reading comprehension is compared with the expected shift based on the past performance of program participants. The actual shift of 2313 students completing both the pre and post-tests amounted to eleven and three-tenths (11.3) months. Previous performance of the same students was three and nine-tenths (3.9) months gain during a seven month instructional period. The following table summarizes differences between expected and actual changes in reading comprehension skill as measured by pre- and post-testing at the instructional level of the participants.

HILINC PARTICIPANTS 1973-74

Difference Between Actual And Expected Gains In Reading Comprehension

Grade	3	4	5	6	Elem.	7	8	9	Sec.	Program Total
Students	240	597	622	466	1925	215	85	46	346	2313
Months	7.2	6.9	7.5	8.3	7.5	7.6	11.9	7.7	8.7	7.4

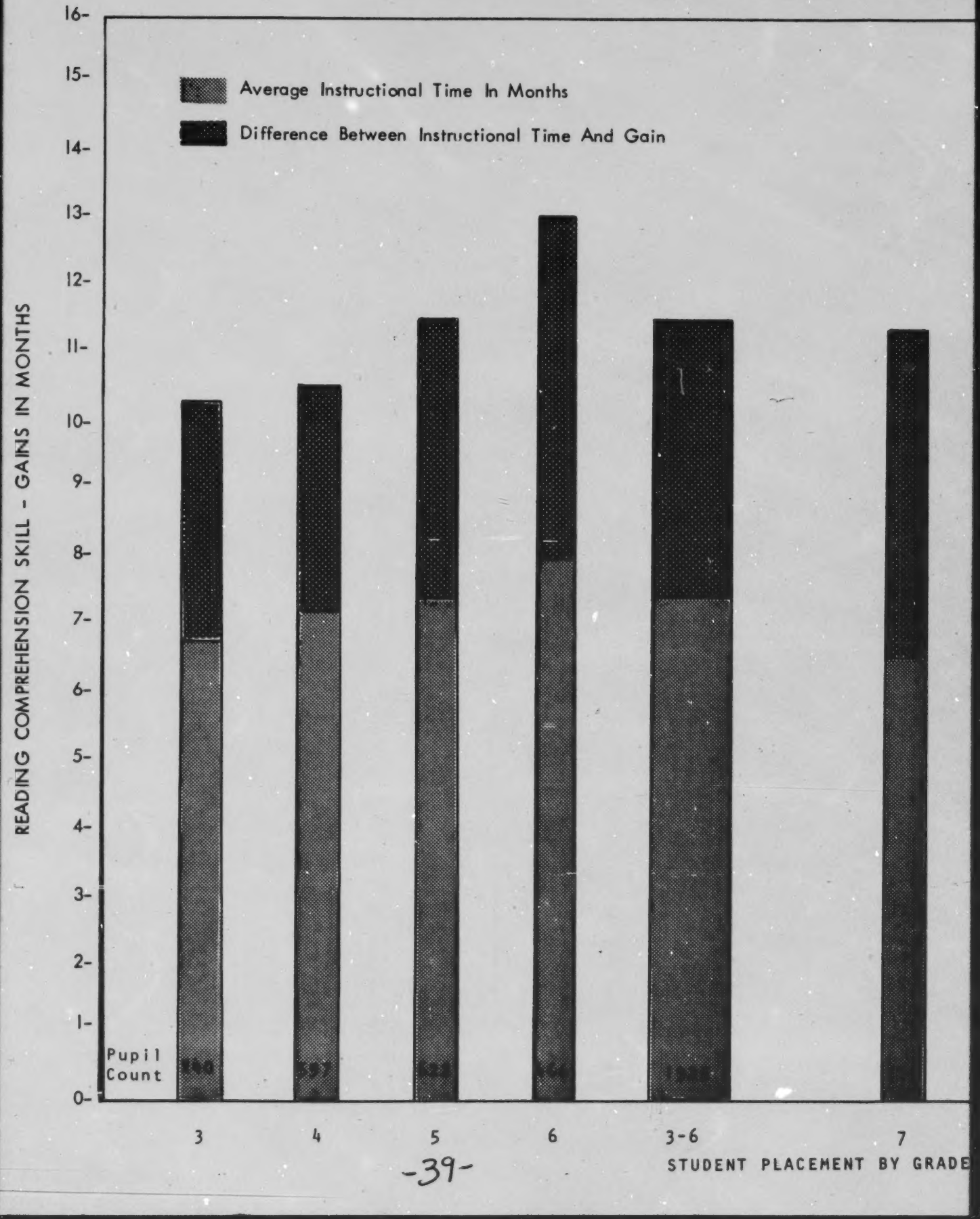
Gains in reading comprehension were greater than those experienced by present program participants in grades three through nine. Several factors prevented adequate data collection for senior high students in the program.

The reading comprehension "bonus" of the program at the elementary school level amounted to seven and five-tenths (7.5) months. This rate of growth was much greater than the growth previously experienced by these students. At the junior high level, students previously averaged three and eight-tenths (3.8) months gain during a seven month instructional period. These participants showed a gain of twelve and five-tenths (12.5) months growth or an increase of eight and seven-tenths months.

At the outset of the program a "hoped for" accomplishment was a gain of a month for each month the student participated in the program. This goal was exceeded by seven and five-tenths (7.5) months at the elementary school level and eight and seven-tenths (8.7) months at the secondary level. The criterion for success of the HILINC program was more than adequately met during 1973-74.

The following graph constructed from the preceding data shows a comparison of instruction time and gain shown by HILINC participants during 1973-74.

HIGH INTENSITY LEARNING CENTERS -
Comparison of Instructional Time and Gai



ITY LEARNING CENTERS – READING 1973-1974
of Instructional Time and Gain in Reading Comprehension

OMAHA PUBLIC SCHOOLS HIGH INTENSITY LEARNING PROGRAM 1973-74
Shift In Reading Comprehension Skill - Summarized By Grade

	Grade Equivalent Scores			% Actual Growth to Proj. Growth	Average Months Instruction	Number of Students
	Average Pre Score	Projected Post Score	Actual Post Score			
Grade 3	2.1	2.4	3.1	332%	6.8	240
Grade 4	2.6	2.9	3.6	292%	7.2	597
Grade 5	3.2	3.6	4.4	292%	7.4	622
Grade 6	4.2	4.7	5.5	277%	8.0	466
Grades 3-6	3.1	3.5	4.3	292%	7.4	1925
Grade 7	4.5	4.9	5.6	305%	6.5	215
Grade 8	4.8	5.2	6.4	398%	7.7	85
Grade 9	5.2	5.6	6.4	297%	7.6	46
Grades 7-9	4.7	5.0	5.9	329%	6.9	346
Grades 3-12	3.4	3.8	4.5	290%	7.3	2313

OBJECTIVE 2

Master 35 reading instructional objectives which on the pre-test indicated a deficiency.

* * * * * * * * * * * * * * * *

On the basis of the students being reported in objective one, the average participation in the High Intensity Learning Program was 108 clock hours. Class periods varied from forty-five to sixty minutes. The average number of objectives to be mastered in 150 clock hours of instruction was thirty-five. Thirty-four different objectives mastered in 108 clock hours of instruction fulfills the proposed performance.

OBJECTIVE 3

Show a mean gain pre-post on a questionnaire about attitude toward reading and reading instruction equal to 35% of the common (within) standard deviation of the two assessments.

* * * * * * * * * * * * * * * *

Continued exploration of questionnaires, rating scales, attitude scales, paper and pencil tests and check lists does not reveal an adequate instrument upon which to determine attitude shifts toward or away from reading and reading instruction. Therefore, no data is available.

The PRIMARY HIGH INTENSITY LEARNING SYSTEM (PRIMALINC) in reading was a downward extension of the HILINC program (previously described) included grades one through three. Introduced in the Spring of 1973 PRIMALINC was extended to six schools in the Fall. As an instructional system, it helped the teacher define each student's unique reading needs and prescribe appropriate learning activities. The work a student did was individually prescribed and self-directed at the instructional level at which he or she could succeed. Each classroom teacher in the program brought her students to the center which was staffed with a teacher aide.

Activities provided by individual instructional objectives oriented the program to reading skills development thus eliminating many reading problems before they could occur. Five hundred twenty-eight boys and girls at the primary level in six schools showed the following trends.

OBJECTIVE 1

Master 75% of the objectives in their basal readers.

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During the course of the 1973-74 school year a concerted effort was made to construct a criterion referenced test for use with beginning readers (grade one). This test, produced by Westinghouse Learning Corporation, was administered to first grade Primalinc participants. Items chosen for the test were keyed to the objectives in the basal readers This test instrument served as a diagnostic tool for continued program development. Thirteen of fifty-five students accomplished seventy-five percent of the test items. Forty of the students tested accomplished fifty percent of the test items. Although the success level of students tested was not as high as anticipated continued use of this test is planned. Information gained in May 1974 will serve as baseline data against which skill mastery can be measured during 1974-75.

OBJECTIVE 2

Students will gain 1.0 grade level on the reading comprehension sub-test of any established standardized reading test on which he has scored within +1 or -1 standard deviation on the pre-test.

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Of the 272 students within the test range shown above, ninety-nine (36.4%) showed a gain of 1.0 grade equivalent (ten months) between pre and post testing. The average shift for the group was eight months. Other observations were also made as follows.

1. The average shift in reading skill was 8.1 months in a six month instructional period. This shift was 2.13 times the amount of gain projected without PRIMALINC.
2. First graders in this pilot program scored at the same level as average students in a standardized test norm population.
3. Second graders achieved at the rate 1.5 months faster in this time period than the average students in the test norm.
4. Third graders achieved at a rate of 3.3 months faster in this time period than the average student in the test norm.
5. In a post-test given to Primalinc students and a similar "control" group, the Primalinc students scored an average 2.2 months higher in the second grade level than a similar group not participating in Primalinc.

OBJECTIVE 3

Students will master 30 reading instructional objectives which on the pre-test indicated a deficiency.

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Time did not permit the counting of instructional objectives completed by each student. The manner of recording this information proved to be too time consuming for classroom teachers. An alternate method utilizing the aide has been developed for the coming year. As experience with the program increases less credit is being given to the number of objectives accomplished. More credit should be given, it appears, to the alignment between a student's need and the specific objectives assigned. Further inquiries are planned for the coming year.

PSYCHOLOGICAL SERVICES

ACTIVITY NUMBER 29

SUPPORTIVE PSYCHOLOGICAL SERVICES ACTIVITY NUMBER 29

The Title I Supportive Psychological Services activity provided valid justification and guidance in determining the needs of the educationally deprived child. Through this activity additional specialists were employed to determine ability levels and evaluate educationally disadvantaged children in the Title I instructional program. This information is a pertinent factor in determining the programming needs of these children.

The need to identify and help children in Title I schools with emotional, psychological or learning disorders is another aim of the supportive program of the Psychological Services of the Omaha Public Schools.

The program strives to identify and thus alleviate problems before they become great so that each student may make appropriate educational progress.

OBJECTIVE 1

Employ ten additional full-time psychological personnel in order to identify students in the Title I area in need of special programs. Five full-time clerks will be employed.

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Only five professional psychological personnel were qualified and available. These were employed for the year 1973-74. Three of these were at psychological assistant level and two were psychological testers. Two of the testers then worked a 30-hour week. Three clerks were provided throughout the school year. These persons supplemented the services being rendered in the Title I area.

See Table 1 for services rendered by Title I funded professional personnel.

OBJECTIVE 2

Assist the Title I evaluator and teachers in the group pre- and post-testing of all Title I area and control group students in grade K-12.

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TABLE I

Psychological Evaluations By Grade - 1973 - 1974

Code No.	Pre-Kdg.	OK	01	02	03	04	05	06	07	08	09	10	11	12	Special	Total
13918*	1	18	21	13	56	95	67	25	11	12	1				9	329
16249*	2	26	1	4	51	87	65	48	31	10	11	10	6	3	1	356
19224	1	4	3	5	22	76	68	47	35	18	13	10	5	3	9	319
20795	1	40	2	3	14	100	86	45	35	7	8	15	4	2	15	377
29704	1		5		34	89	50	36	27	17	9	13	11	6	22	320
Sub-Totals	6	88	32	25	177	447	336	201	139	64	42	48	26	14	56	
Total																1701

* Psychological Testers

Other services such as consulting with parents, school personnel, and outside agencies etc., are not included in the above table, as these services are considered an integral part of the evaluative procedure.

The administration of such tests did not require the assistance of Psychological Services during the 1973-74 school year.

OBJECTIVE 3

Administer ability level tests to students participating in the High Intensity Learning Centers for reading.

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Individual IQ scores were obtained for 3382 students considered for involvement in the HILINC program. This included 687 private school students. A total of 1445 new evaluations were done. The remaining students were certified by re-examination of the individual psychological tests already done.

OBJECTIVE 4

Provide individual testing for all first grade children not previously tested in Title I schools or at the Psychological Services clinic as time permits. Kindergarten testing when time permits.

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Information shown under Objective 1 indicates that 65 kindergarteners were evaluated individually by Psychological Services personnel and that 32 first grade children were evaluated during the year.

OBJECTIVE 5

Provide additional individual testing for eligible Title I area students as deemed necessary by the professional staff.

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Psychological Services personnel provided services to individual students referred because of special needs and problems. These referrals were routed to one of the three qualified psychological assistants through regular school channels. Many students were discovered through the screening tests who appeared to need more intensive study. These evaluations were then conducted in the Psychological Services Clinic or in the school.

Referrals were made by a number of individuals or agencies. Among them were the following:

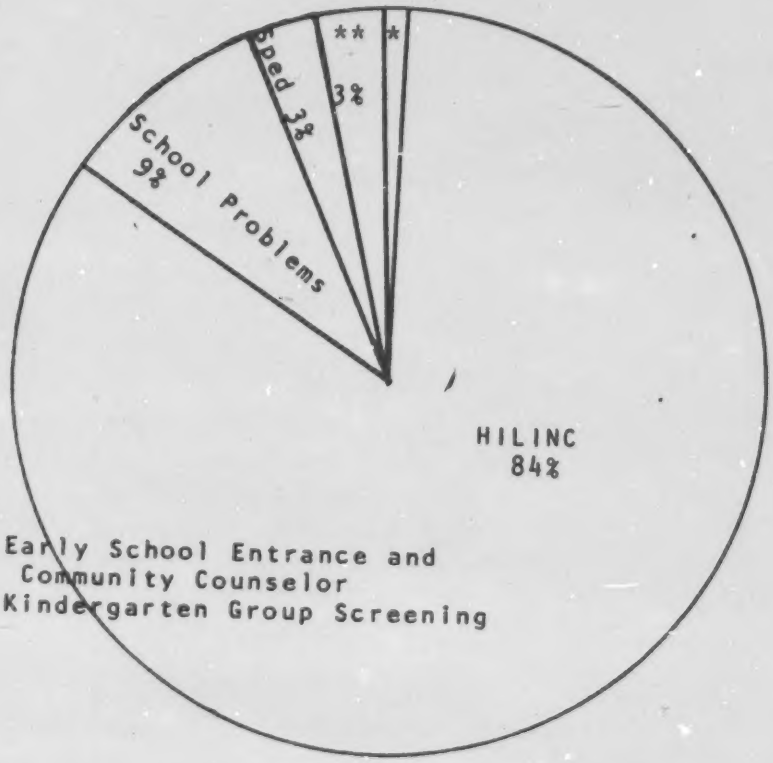
1. Individualized Study Center
2. Cleft Palate Clinic
3. Parental Requests
4. Psychological Services Department
5. Reading Clinic
6. Requests from the medical profession

Various and appropriate psychometric techniques were utilized in determining ability level, academic, social and emotional functioning of the students referred for evaluation. Psychological personnel also served in a consultative capacity regarding individual or group problems which arose.

The primary thrust of the Psychological Services personnel was in support of the reading programs. The major portion of all "new" psychological evaluations performed during the 1973-74 school year were made to obtain verbal intelligence scores as a descriptor of participants in the HILINC program, thus assisting in the evaluation of the pupil progress.

Another service rendered included 82 full scale ability tests given for placement in the Special Education Program of the Omaha Public Schools.

DISTRIBUTION OF EVALUATIONS SHOWN BY REFERRAL SOURCE



* Early School Entrance and Community Counselor
** Kindergarten Group Screening

COUNSELING

ACTIVITY NUMBER 30

SUPPORTIVE COUNSELING ACTIVITY NUMBER 30

OBJECTIVE 1

Provide through the community aides the supportive services for children participating in a Title I instructional program.

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The first objective of this activity is to support students participating in Title I instructional programs. Of the many duties performed by community aides, none were more helpful than those which facilitated communication between the home and the school. This liaison function continued throughout the year.

An unduplicated count of students by grade served during 1973-74 is shown below.

UNDUPLICATED COUNT OF STUDENTS SERVED BY COMMUNITY AIDES

Grade	K	1	2	3	4	5	6	
Public	579	996	1036	996	1044	1005	1014	
Private	35	50	78	72	103	130	121	
Total	614	1046	1114	1068	1147	1135	1134	
Percent of Total	5.8%		30.5%			32.3%		

Grade	7	8	9	10	11	12	Other	Total
Public	928	612	428	108	90	73	394	9303
Private	160	142	110	98	101	56	21	1277
Total	1088	754	538	206	191	129	415	10580
Percent of Total		22.5%			4.97%		3.9%	100%

Reports of fifty-five community aides were summarized to show the number and kind of home-school contacts which were made during the school year. The tables which follow were made from reports filed by community aides during the course of their work.

NATURE OF BUSINESS CONDUCTED BY COMMUNITY AIDES

	NATURE OF BUSINESS					
Schools Served	Attendance	Behavior	Student Well-being	Health	No Code Given	Percent
Public	16304	1426	2093	3771	759	79%
Private	4581	254	136	674	759	21%
Total Contacts	20885	1680	2229	4445	1518	
Percent	67.9%	5.5%	7.2%	14.5%	4.9%	100%

Fifty-five Community Aides at the forty-four schools included in the table above made 30757 contacts in the support of 10580 different students. Sixty-eight percent of these contacts were on matters of attendance, fifteen percent on matters of health, seven percent had to do with the general well-being of students and five percent were behavior related contacts with the home.

MEANS BY WHICH COMMUNITY AIDES CONTACTED THE HOME

TYPE OF CONTACT

Schools Served	Telephone	Home Visit	Other	No Code Given
Public	15833	5411	3097	12
Private	3402	219	2782	1
Total Contacts	19235	5630	5879	13
Percent	62.5%	18.3%	19.1%	.04%

Five thousand six hundred and thirty home visits were made by these fifty-five aides. This represented eighteen percent of the total contacts. Sixty-three percent of the contacts were made by telephone and nineteen by other means.

INDIVIDUALS CONTACTED BY COMMUNITY AIDES

Schools Served	Mother	Father	Sibling	Self	Relative	Other	No Entry
Public	14785	1045	1050	3478	1718	2268	9
Private	2928	188	273	1251	200	1564	
Total Contacts	17713	1233	1323	4729	1918	3832	9
Percent	57.6%	4.0%	4.3%	15.4%	6.2%	12.5%	.02%

Fifty-eight percent of all contacts were made with the student's mother. Matters of attendance constituted the principal thrust of this program.

A further study of available data for the fifty-five community aides was carried out. The period covered extended from September 5, 1973 through June 7, 1974. A total of 30757 contacts were reported. Seventy-nine percent (24353) of the contacts were made by aides working in public schools and twenty-one percent (6404) were made by the aides working in the private schools. A distribution of the contacts made by grade level is shown below.

CONTACTS MADE BY FIFTY FIVE COMMUNITY AIDES - SHOWN BY GRADE

Grade	K	1	2	3	4	5	6
Contacts	1533	2511	2673	2489	2909	3310	3549
Percent	5.0%		25.0%			31.8%	

Grade	7	8	9	10	11	12	Ung.	Other
Contacts	3704	3032	1969	842	630	358	89	1139
Percent		28.3%			5.9%		.3%	3.7%

More extended service was also recorded by community aides. Additional non-routine student needs were met by 3695 student contacts involving 936 actual hours of service. Aides were able, during these personal encounters, to give a great deal of themselves to encourage and boister student morale.

OBJECTIVE 2

The second objective of this activity is to coordinate all services and community resources to support the children participating in a Title I academic activity through counseling services. These services are to: conduct student conferences, conduct adult conferences, make necessary telephone contacts, help administer and interpret tests, make referrals to the appropriate service or agency, keep records up-dated, articulate student programs for promotion to other school settings, talk with adult groups about problems, meet with all school departments and orient students to the school program.

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Two elementary school counselors were employed during the 1973-74 school year to serve in a supportive role for children participating in a Title I instructional activity. They served Saratoga Elementary School and Pershing Elementary School. Attempts were made to coordinate all services and resources available to help students achieve success in the school program. The two elementary counselors compiled the following statistics:

1. Student conferences	603	total
2. Parent conferences	391	total
3. Telephone contacts	984	attempted contacts
	531	successful contacts
4. Interpretation of test results	9	total sessions with teachers
5. Referrals to agencies	131	total contacts with other community agencies
6. Articulation of students entering other programs or schools	63	total
7. Meeting with adult groups	8	total group meetings
8. Conferences with other school professionals	90	total
9. School orientation and group guidance activities	68	total

Seventy-five percent of the above statistics were in direct support of the reading activities funded by Title I. The other twenty-five percent of the statistics related to determining student eligibility and ensuring students were being directed to the proper programs.

The administration, professional staff and parents in each of the attendance areas gave strong support to this particular activity and it was highly recommended by the two schools to be retained for next year.

OBJECTIVE 3

The third objective is to demonstrate the effectiveness of counseling as a supportive service to the academic success of individual students.

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At this time we are not geared up to systematically relate counseling as a supportive service to the academic success of an individual student. Attempts will be made to show this type of relationship when more programming time and computer time become available through data processing facilities.

It should be noted that the administration, professional staff and parents of each of these school attendance areas felt the elementary counselors and community aides were essential in getting students to attend school regularly, getting parents to understand their children's needs and in getting children to understand their needs and the efforts that must be made to meet these needs. These factors are essential if students are going to achieve commensurate with their ability level. The charts and statistics listed in this section indicate the supportive services were performed and the test scores from the reading activities indicate that children are achieving better. All of the activities together are making a difference.

IN-SERVICE

ACTIVITY NUMBER 36

CAREER OPPORTUNITIES PROGRAM ACTIVITY NUMBER 36

Educationally disadvantaged children benefited from the combined efforts of the classroom teacher and aides of the Career Opportunities Program. Their partnership in the classroom has brought a fresh outlook and better understanding into the Title I instructional program.

Since its establishment in June, 1970, 60 persons. . . ten of whom are supported by Title I funds. . . have qualified to participate in the Career Opportunities Program. Selected on the basis of low income and good character, these aides have widely differing educational backgrounds. For this reason they are training to work in education at various levels.

The aide spends part of the day in the classroom serving educationally deprived children and part in university training. Teachers and team leaders provide supervision. Funding comes from the Education Professional Development Act, the Johnson-O'Malley Act, Title I, the Omaha Public Schools and the Concentrated Employment Program.

INTRODUCTION

The Career Opportunities Program's overall objective was to expose capable persons from low income areas to educational careers in an effort to improve the educational and employment opportunities for the poor.

In addition to providing career opportunities in education for persons from low income backgrounds, the Career Opportunities Program (COP) attempted to improve the quality of instruction in the classroom.

Under the supervision of experienced teachers and team leaders, COP aides were employed in the schools while participating in college courses that could ultimately prepare them as professionally degreed teachers.

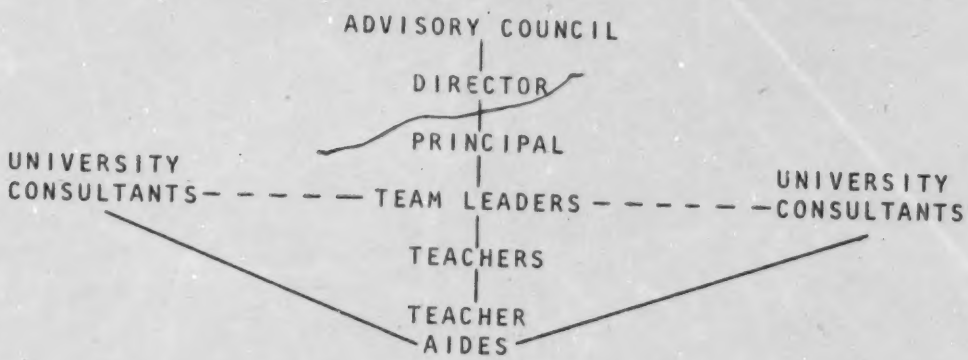
Designed for people who had the ability and desire to help provide better education for children, the program employed both Vietnam veterans and non-veterans regardless of their academic backgrounds.

During 1973-1974, the program was in six schools: Clifton Hill, Conestoga, Druid Hill, Lake, Lothrop and Saratoga. All six schools served areas where over eighty

percent of the pupils came from low income homes and had educational achievement problems.

The program was governed by an advisory committee of individuals representing the communities, schools, universities, paraprofessions, participating aides and other linking organizations from the community.

The diagram shown below attempts to illustrate the staff-line relationships within the Career Opportunities Program.



The following information describes the Career Opportunities Program with specific reference to each objective. The discussion following each objective is drawn from descriptive information for the total program.

OBJECTIVE I

To provide staff to give increased attention to each pupil.

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The Career Opportunities Program aides performed a variety of tasks in the classroom including: clerical and housekeeping assignments, instructional and non-instructional work with students, and use of audiovisual equipment. Their instructional duties have been reinforcement in nature. Few activities were initiated by the aides except within the realm of student teaching responsibilities.

The following list of tasks represents a summation of the activities performed by Career Opportunities Program aides:

1. Student teaching.
2. Work with teachers and students in the Primary High Intensity Learning Centers - PRIMALINC, an instructional materials delivery system.

3. Sought out library and instructional materials and brought them to students' attention.
4. Taught lessons in math, reading, social studies as university methods class assignments.
5. Created and made games used in reading and math for increasing comprehension abilities.
6. Wrote the morning news with the students as children dictated. Aide would write the story; lead children into reading newspaper.
7. Helped to improve math skills by tutoring children in counting by ones twos, threes, and fives; by drilling children on number facts and number recognition.
8. For PTA and Coronation programs, aides taught children how to walk; coached and rehearsed children in speech which helped them to improve in conversational abilities and gave them poise in public presentations.
9. Aides checked seatwork as children worked and pointed out errors or encouraged those who were doing correct work.
10. Monitored Project Read and Math program materials.
11. Checked and recorded in-book tests.
12. Worked with children who needed remediation in recognizing letters, colors and numbers.
13. Helped students who had been absent to "catch up" with their work by tutoring and testing them on lessons missed.
14. Read stories to class or led children in singing.
15. Practiced non-directive counseling by being available when children needed someone to talk to.
16. Assisted with supervision of children at school assemblies which involved coaching them in formulating questions for assembly speakers.
17. Followed up assembly programs in classroom with planned discussion activities.
18. Used flash cards to work with small groups for math reading.
19. Helped children with map skills by teaching them how to read map legends and to use map scales to figure out distances in miles, etc.
20. Helped small groups with written reports by demonstrating proofreading skills as a check on comprehension and accuracy in writing.
21. Took children to library and helped them find appropriate materials at their reading and interest level.
22. Used lunch period to teach children to eat the proper foods (nutrition).
23. Helped children to set goals and evaluate their own progress through personal discussion.
24. Helped children to make charts to show weekly progress in math, spelling, and numbers of books read.
25. Taught cafeteria conduct during lunch period.
26. Conducted safety patrol activities: scheduled children and taught rules of safety in crossing streets.

27. Taught playground conduct.
28. Organized and conducted Easter Egg Hunts, Fashion Shows, and Christmas programs.

OBJECTIVE 2

To recruit persons of poverty background to take position as teacher aides or members of a teaching team in designated schools.

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The specific plan for recruitment of COP personnel specified that a prime source for participants will be those persons already functioning as paraprofessionals in the Omaha Public School System. Head Start aides, library aides, community aides, remedial reading aides, Special Education aides, and physical education aides. From this group COP aides were selected. Others like cafeteria aides were also reassigned if interested to COP teaching teams. Youth who were tutoring younger children on a volunteer basis, Neighborhood Youth Corps and Upward Bound participants were recruited for the Youth Teaching Youth component of the program.

One of the most effective methods used to recruit new persons into the program was by word of mouth in the school communities. Residents working as paraprofessionals and persons who were serving on the Advisory Committee proved to be enthusiastic recruits. The schools publicized the program through communication with the PTA and notes to parents. Principals and teachers suggested possible candidates from among acquaintances in the community. Information Representatives of the Greater Omaha Community Action also served on the Advisory Committee. Professional staff from both the University of Nebraska at Omaha and Creighton University also served on the Advisory Committee.

New Careers, a component of the Concentrated Employment Program of the City of Omaha, participated in this project and recruited and assisted in the selection process. Active in locating employment opportunities for minority group persons, the Urban League disseminated information and referred possible participants.

The Omaha office of the Nebraska State Employment Service referred candidates, as did the Veterans Administration. Staff members, particularly community aides, in the communities involved utilized home visitations and school-family contacts to disperse information. In addition dissemination of information was effected through newspapers, radio, television

and the posting of circulars containing information on career opportunities in the program. The Offutt Air Force Base newspaper was used and the Chief of Personnel at the base, as well as at other regional military installations, were contacted so information could be given and interviews held with service men prior to discharge.

Criteria for Selection

Criteria established for selection of trainees were as follows:

1. Low income.

2. Fully representative of prevailing minority groups (black for Omaha schools; Indian for Macy and Winnebago schools).

3. Of the seventy three persons assigned as paraprofessionals, approximately thirty-six were veterans, Additional men and women were selected from the non-veteran applicants.

4. Submitted references testifying to moral character.

5. Showed experience, knowledge and interest in the target population.

6. Exhibited maturity and ability to profit from and contribute to the program.

7. Presented a health examination including chest x-ray.

Selection

Selection was based upon information obtained on each candidate through references, information from previous contacts through school and community activities, previous records of school and employment and personal interview.

Entrance requirements focused on the personal qualities and the potential rather than upon his educational background.

All participating schools serve areas where over 80% of the pupils come from low income families and have educational achievement problems.

The two-fold purpose of the program is to improve the quality of learning for pupils and to provide career opportunities in education for persons with low income.

Initially, aides were assigned to primary grades in five-schools and to intermediate grades in the sixth school.

They worked with children who were below grade level achievement. This was done in order to give additional aid to low achieving pupils in helping them to "catch up" with their classmates.

The following list shows the COP Aides and team leaders employed in the six Title I schools during 1973-74.

Clifton Hill	Conestoga	Druid Hill
Abrams, Charles	English, Rodney	Hall, James
Alston, Arthur	Johnson, Larry	Moore, Juanita
Haynes, Florence	Lewis, Charles	Paris, Lloyd
Holcomb, David	Washington, Lamont	
Watson, Joann		
Team Leader: Taylor, Eunice	Team Leader: Patterson, Maurice	Team Leader: Harper, Thelma

Lake	Lothrop	Saratoga
Harmon, William	Beaugard, Pearlie	Bruce, Robert
Miller, Christine	Dixon, Elleanor	*Johnson, Loretta
*McClendon, Elno	Fountain, Robert	Outlaw, Evelyn
*Sanders, Mable	*Hollingsworth, Flossie	*Richardson, Erma
Smith, Grace	Hughes, Charles	*Saunders, Saundra
	McAllister, Morris	
	*Nelson, Alberta	
	Riley, Michael	
	Taylor, Allen	
	Williams, Charles	
Team Leader: Buckner, Joyce	Team Leader: Faulkner, Iris Jackson, Sammye	Team Leader: Hevrdeys, Hannelore

*Title I supported C.O.P. Aides

OBJECTIVE 3

To create an orderly entry of paraprofessionals into roles described by the Career Opportunities Program.

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The Advisory Council of the Career Opportunities Program met both in one body and sub-committees to identify and improve specific areas of the Career Opportunities Program.

The Career Lattice Committee was one of the sub-committees. It met as needed furing the 1973-74 school year. A primary concern of this committee was the improvement of the career lattice. A revision of the career lattice was submitted and

adopted by the Career Opportunities Program Advisory Council. The revised career lattice provided a range of seven steps beginning with Teacher Aide I with no educational background and ending with Teacher Aide VIII which is the student teaching step. Training and academic requirements as well as salary increases were provided to motivate advancement up the career ladder.

The skills attained by two upper level Career Opportunities Aides can be seen on a video tape prepared as a critique for a team leader - cooperating teacher inservice meeting.

The following table shows the 1973-74 career lattice of aides employed in the Career Opportunities Program. The educational requirement, requirements for entrance and advancement, the functions and salary schedule of aides are included in the structure.

CAREER LATTICE 1973-74

	Educational Requirements	Requirements for Entrance and Advancement	Functions	Salary Levels
Aide I:	None	1. Physical Exam 2. 18-45 years of age 3. Satisfactory-regular evaluation (once per month)	1. Non-instructional activities 2. Semi-instructional activities under direction of supervisor	$1.85 1.95 2.05
Aide II:	High School Diploma or General Education Development (GED)	1. Satisfactory (Average) evaluation of on-the-job performance 2. "C" average in course work	1. Functions of Aide I 2. Assume additional instructional activities 3. Develop stronger relationships with teachers and pupils 4. Aid in developing rapport with parents and the community	1.95 2.05 2.15
Aide III:	18-35 College hours	1. Satisfactory Evaluation	1. Functions of Aide II 2. Increased responsibility in the classroom	2.05 2.15 2.25
Aide IV:	36-53 College hours	1. Satisfactory Evaluation	1. Functions of Aide III 2. Become more deeply involved in planning educational activities 3. Begin to develop a special skill-in reading media, art, p.e., music etc. According to ability and interest	2.15 2.25 2.35
Aide V:	54-71 College hours Number assigned: Title I - 3 at level 2 2 at level 3	Same as above	1. Functions of Aide IV 2. Assume responsibility for limited periods of time in emergency or brief absence of teacher	2.25 2.35 2.45
Aide VI:	72-89 College hours Number assigned: Title I - 2 at level 3	Same as above	Alternatives: 1. Enter new program attend college full time 2. Continue functions of Aide V - develop specialty 3. Remain at level F and advamce horizontally on career ladder-lattice	2.35 2.45 2.55
Aide VII:	Over 90 College hours Number assigned: Title I - 1 at level 2 4 at level 3	Same as above	Student teaching	2.45 2.55 2.65

The school assignment for 1973-74 and the educational progress shown by the ten Career Opportunities participants employed through Title I is shown in the table below.

AIDES	School Assignment 1972-73	Entry	Educational Level July 1972	July 1973	July 1974
1.	Lothrop	10th Grade	GED and 69 hrs.	106 hrs.	Graduated
2.	Lake	UNO 11 hrs.	38 hrs.	95 hrs.	Graduated
3.*	Conestoga	UNO 23 hrs.	90 hrs.	132 hrs.	154 hrs.**
4.*	Lothrop	H.S. Diploma	66 hrs.	103 hrs.	114 hrs.
5.*	Lothrop	H.S. Diploma	45 hrs.	81 hrs.	Graduated
6.*	Lake	11th Grade	GED and 69 hrs.	110 hrs.	126 hrs. **
7.*	Saratoga	H.S. Diploma	50 hrs.	82 hrs.	101 hrs.
8.	Lake	H.S. Diploma	72 hrs.	113 hrs.	137 hrs.
9.	Conestoga	H.S. Diploma	51 hrs.	70 hrs.	Withdrew
10.*	Lothrop	11th Grade	GED and 46 hrs.	91 hrs.	112 hrs.
11.*	Lothrop	H.S. Diploma	—	84 hrs.	126 hrs.

* Title I supported C.O.P. Aides.

** Graduation anticipated in December, 1974.

Five of the above Career Opportunities Program participants are contracted to teach in the Omaha Public School System beginning in the fall of 1974. Two others have made a similar commitment for the second semester.

OBJECTIVE 4

To select and assemble professional and paraprofessional staff members to implement team teaching involving differentiated staffing.

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Modified team teaching has been practiced in some classrooms with teachers and aides working in concert.

Students in some classrooms have been organized into groups. Each groups' activities were located at various centers in the classroom. The teacher and aide then worked with one group each, while the other groups were busy with planned activities at different learning centers in the room. During the course of the morning the teacher and aide rotated the work with each group. Thus, giving the children opportunities to work with individualized activities and also receive instruction from the "team".

OBJECTIVE 5

To provide special assistance, basic education and university study courses leading to the qualification of trainees and teacher aides, team teaching members or teachers.

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The aides indicated the training received from the university was very effective in the areas of personal development, furthering knowledge of the subject and helping understand instructional techniques for use in the classroom.

Team leaders, teachers and principals were in agreement that the unviersity training furthered the academic knowledge of the participants. The same group, however, was less impressed with the development of instructional techniques for use in the classroom and personal development of the participants.

A training schedule was designed to permit careful instruction of participants with minimum educational experience, to school service and University studies. The schedule provided for successful entry to academic course work and included basic education courses in reading and communication at the college level.

If participants had university course work before entering the Career Opportunity training, basic courses were bypassed to permit immediate entry to courses offered by the university. A normal load of studies for the participants who had not had previous university experience was six credits for each of the two summer sessions and nine credits each semester, three of which were given for work in the schools.

The following curriculum was structured in conjunction with the regular University Elementary School Certification Curriculum.

OBJECTIVE 6

To increase and strengthen the interest and participation of parents with their child in school activities.

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Opinionnaires were sent to parents of students being assisted by Career Opportunities Aides. Comments indicated that parents became aware of the program in several ways:

- newspaper accounts
- talking with teachers
- talking with C.O.P. Aides
- talking with principals
- visiting the classroom
- discussing school with the children at home
- attending P.T.A.

About half the parents reported knowing the name of the aide working with their child.

All the responding parents had visited the school from one to twelve times and talked with their child's teacher. Only about half the parents said they had talked with the building principal. Several reported a greater interest in school this year. Others expressed an interest but were unable to attend school functions because of work outside the home and other family responsibilities.

Comments were solicited for the improvement of the instructional program. Several parents supported the concept of aides in terms of time available for service to children. One comment was as follows:

> "The schools now, with the teachers and all are really neat. They take time with the children, do different things with them, and the kids really appreciate this, and are more willing to learn, and better their education."

Other expressions of support during the school year were frequent, but rarely written down.

CAREER OPPORTUNITIES CURRICULUM

First Year

Summer I 1970	Sem.Hrs.	Summer II 1970	Sem.Hrs.
Eng 11 Review of Eng Fund. I	2	Edu 11 Supervised Playground	3
Edu 10 Education Theory and Practives	3	Sph 51 Effective Comm.	2
Total	5	Total	5

Fall Semester 1970	Sem.Hrs.	Spring Semester 1971	Sem.Hrs.
Edu 15 Intro to Edu	3	Edu 123 Child Psych.	3
Edu 16E-1 Aide Practicum	3	Edu 16E-2 Aide Practicum	3
Hist 65 Survey of Afro-Amer. History in U.S.	3	Mth 5 Elem Math	3
Eng 12 Review of Eng Fund. II	3	Soc 100 Contem.Black Social Issues	3
Elective	3		
Total	15	Total	12

Second Year

Summer I 1971	Sem.Hrs.	Summer II 1971	Sem.Hrs.
Eng 114 Black Lit in America	3	Edu 130 Lit for Children	3
Eng 190 Afro-American Dialect of English	3	Elective	3
Total	6	Total	6

Fall Semester 1971	Sem.Hrs.	Spring 1972	Sem.Hrs.
Eng 196 Intro to Lang Studies	3	Edu 121 Human Growth & Development	3
Hist 51 American History	3		
NSC 1 Physical and Life Science	4	NSC 2 Physical and Life Science	4
Urban Schools	3	Minor	3
Minor	3		
Total	16	Total	16

Third Year

Summer I 1972	Sem.Hrs.	Summer II 1972	Sem.Hrs.
Hist 2 History of Civilization	3	Edu 65 World Geography	3
Mus 54 Elementary School Music	3	Edu 175 Teaching of Reading	3
Total	6	Total	6

Fall Semester 1972	Sem.Hrs.	Spring Semester 1973	Sem.Hrs.
Edu 122 Educ Psych	3	Edu 172 Elem. Sch Edu	3
Edu 171 Elem School Educ	3	Eng 161 American Lit	3
Sph 140 Psh Tech for Tchng.	3	Thl 40 Intro Thlgl ing	3
Phl 71 Philo. of Man	3	Phl 158 Phil of Society	3
Edu 171 Elem Sch Tch Aides	1	Edu 172 Inter Gr Tch Aide	1
Total	13	Total	13

Fourth Year

Summer I 1973	Sem.Hrs.	Summer II 1973	Sem.Hrs.
Theology 150	3	Theology 151	3
History 51	3	History 52	3
Total	6	Total	6

Fall Semester 1973	Sem.Hrs.	Spring Semester 1974	Sem.Hrs.
Stu Obs and Tchng Elem I	5	Stu Obs and Tchng Elem II	7
Electives	9	Electives	9
Total	14	Total	16

INDIVIDUALIZED STUDY CENTER ACTIVITY NUMBER 93

INTRODUCTION

In a changing society, educators are initiating alternative school programs designed to meet the needs of all children and youth on a more flexible and individual basis.

With this in mind, the Omaha Public School System has developed the Individualized Study Center (ISC) program. Initiated in 1967-68 on the senior high level, the ISC attempts to meet the needs of students unable to succeed in a regular school setting. This relatively new and different educational concept also tries to assume a more complete approach to a specific group of students with problems of a personal, social, emotional or behavioral nature.

The first center, established in 1968 for eleven students, has led to development of four ISC's in the Omaha Public School System, each equipped to serve one hundred fifty students. In addition to the two high school centers and one vocational skills center, the junior ISC, established in December of 1971, is now serving Omaha Public School Title I students.

A counseling oriented educational center, the junior high center has a planned instructional program designed to assist youth in making appropriate educational, social and personal adjustments. The prime focus of the center is acceptance, patience and concentration upon the positive attributes in each individual student.

OBJECTIVE 1

Provide an environment which is designed to lead to wholesome personal and social adjustments.

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Before a student began his actual course work in the program, he received an orientation on the center's operation.

At the outset, emphasis was placed on understanding and acceptance through the use of individual and group counseling sessions. Individualized instruction allowed students to work at their own speed on material that was designed to give them successful experiences. During this introductory phase, students became familiar with the goals and rules of the center.

A student information sheet was used to gather additional information about the student and his family. The student was asked to explain, in his own words why he thought he had entered the center thus exploring his feelings and attitudes about his particular situation.

After completing these preliminary steps including class schedule arrangements, the student was taken on a tour of the building. He was shown the various class areas, introduced to teachers and usually began attending classes the next school day.

The following tables describe in part the nature of the student population being served at the Junior High Individualized Study Center. Distributions by grade of ability, race, principal reason for assignment to the study center are shown. An "age in grade" table shows sixty-one of the ninety-two participants this year to have been within the normal age range for their respective grades.

TABLE 1

Ability Level Distribution

	Ability Level				
	ABOVE AVG.	AVG.	BELOW AVG.	EMH	TOTAL
GRADE 6				1	1
GRADE 7		11	7	5	23
GRADE 8	1	27	10	1	39
GRADE 9	1	20	6	2	29
TOTAL	2	58	23	9	92

TABLE 2

Race Distribution

	Race					
	CAUCASIAN	NEGRO	INDIAN	CHICANO	ORIENTAL	TOTAL
GRADE 6	1					1
GRADE 7	15	8				23
GRADE 8	23	15		1		39
GRADE 9	16	11	2			29
TOTAL	55	34	2	1		92

TABLE 3

Reason for Referral Distribution

	Reason for Referral									
	PREGNANCY	HEALTH	DRUG RELATED	EMOTIONAL	POOR PEER RELATED	DISRUPTIVE	TRUANCY	FAMILY	ACADEMIC	TOTAL
GRADE 6				1						1
GRADE 7	2			10		7	3		1	23
GRADE 8	2	1		12		15	8		1	39
GRADE 9	4	1		8		12	4			29
TOTAL	8	2		30		34	15		2	92

TABLE 4

Age-In-Grade By Sex
As of October 1, 1973

Age In Years	Grade 6			Grade 7			Grade 8			Grade 9			School		
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.
11½	1		1	2		2									
12				2		2									
12½				4		4									
13				2	2	4	3	3	6						
13½				3	2	5	7	5	12						
14				3	1	4	8	1	9	6	2	8			
14½				1		1	3	4	7	4		4			
15							1	1	2	5	6	11			
15½				1		1	2	1	3	2	2	4			
16															
16½										1	1	2			
SUB-TOTAL Normal Age	1		1	8	2	10	18	9	27	15	8	23	42	19	61
SUB-TOTAL Over Age				8	3	11	6	6	12	3	3	6	17	12	29
SUB-TOTAL Under Age				2		2							2		2
Total	1		1	18	5	23	24	15	39	18	11	29	60	31	92

(Boxed figures indicate the usual age range for each grade)

Students were admitted to the study center as the need arose. In June 1973 it was projected that forty-seven students would return in September. Ninety-one registered and continued in the study center during the school year 1973-74. Other students entered throughout the year as shown below.

	Registrations	
September	42	(continuing)
September	11	(new entries)
October	6	
November	5	
December	6	

	Registrations
January	4
February	5
March	3
April	2
May	4
June	4

OBJECTIVE 2

Provide an educational environment in which, under the guidance of understanding teachers, the student can participate in educational experiences and activities which produce the learning he needs, either for continued education in a present school operation or for the world of work.

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During the 1973-74 school year 91 students in grades six, seven, eight, and nine completed a total of 538 courses. At the time of this report these courses have been completed for credit. Other completed courses are expected as a result of the work during the 1974 summer session.

At the end of the school year it is anticipated that 24 students will return to a regular school situation in the fall.

Nine ninth grade students and four eighth grade students are recommended to advance one grade to a senior high study center. Thirty-three were recommended to advance one grade in the junior high study center. The recommendations are shown below.

	STAY AT JR. HIGH ISC ADVANCE ONE GRADE	RETURN TO REGULAR SCHOOL	STAY AT JR. HIGH ISC SAME GRADE	TRANSFER TO OTHER ISC	MOVING OUT OF THE DISTRICT
6th	1				
7th	15	3	4	0	1
8th	17	8	3	4	4
9th	0	13	7	9	1
Total	33	24	14	13	6

OBJECTIVE 3

Provide guidance and motivation for the student through self-understanding to modify his behavior in socially acceptable ways.

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This objective was achieved through a school atmosphere which was accepting, helping, friendly and guidance oriented. Individual counseling, group counseling, and parental involvement were of prime importance.

Individual counseling was used by the teachers and the counselor to help each student know himself and find acceptance of himself. The individual and not the problem was the focus. The student was helped to recognize his problem and to learn what he could do with his life in spite of problems. Individual counseling placed greater stress on the immediate situation than upon the individual's past. It placed greater stress on the emotional elements, the feeling aspects of the situation than upon intellectual aspects. The counselor operated on the principle that the student was basically responsible for himself and that he must accept this responsibility. The counseling relationship itself was a growth experience. It was not a preparation for change, it was change. As the student learned that another person (the teacher and/or counselor) saw true worth in him as an individual and that the teacher and/or counselor respected and accepted him for what he was, the student in turn started respecting and accepting himself and began to see his/her true worth as an individual.

Group counseling was used to explore inter-personal relationships and to help the student better understand himself. One of the most important products of the group experience was for individual group members to find out that their peers also have problems. The student who felt very different and alone was better able to feel a sense of belonging when he discovered that other students have concerns similar to his. The importance of being able to help someone else with problems was another potential of group counseling. It was helpful for one person with problems to learn to get "outside" himself and to become "other-centered" rather than self-centered. The group experience also provided an opportunity for students to explore their ideas and beliefs, thus being able to gain additional information and perspective on his own ideas.

Parent involvement began when the student enrolled at the study center. The parents or guardian were requested to accompany their child to the initial interview, orientation and enrollment into the study center. Parents were encouraged to keep close contact with the school. This enabled the school and home to work together toward the benefit of the student. This close, cooperative school-parent relationship enabled the student and the parent to be continually aware of the student's progress. Each week the teachers record student progress in attitudes and in academic work. There was frequent communication by telephone as well as parent conferences with the teachers and counselor. In some cases, home visits were made to report student progress. Parent classes were held at the study center for those parents concerned about their parent-child relationship. These parents had common concerns and a common desire to develop a more effective method of coping with the turbulent teenage years of their children.

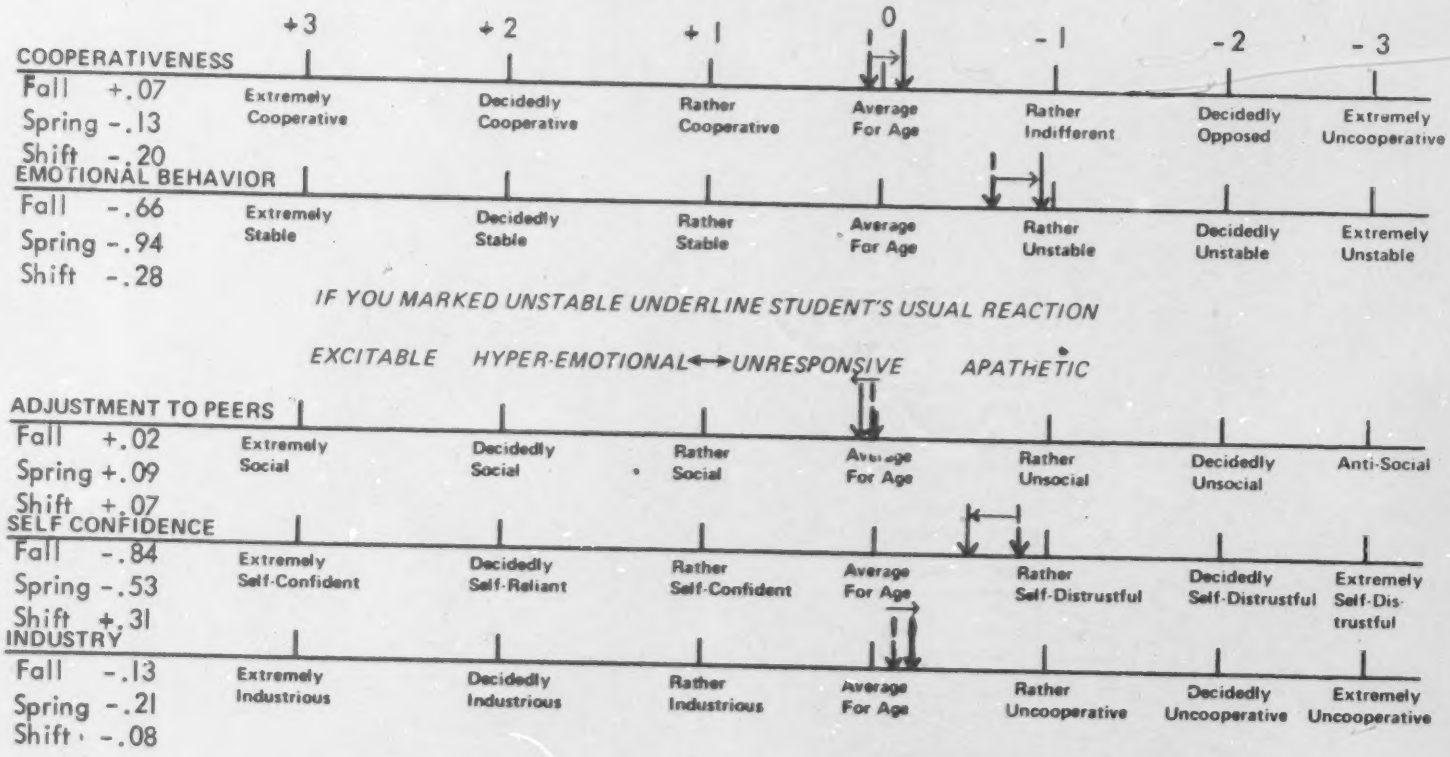
Counseling was a process which involved the weighing of alternatives and the making of choices. Since information was critical to wise choice, information of a social, educational and vocational nature was given to students at the study center. Filmstrips, group discussion, tours and guest speakers were utilized to give students this needed information. The ninth grade students had a study series on careers which was initiated with the Kuder General Interest Survey. This gave the student some indication of interests in a wide range of activities and was beneficial in future educational and career choices.

The results of a student rating scale were used to appraise the junior high Individualized Study Center (ISC) students according to five personal and social developmental characteristics. The areas rated were; cooperativeness, emotional behavior, adjustment to peers, self-confidence and industry.

Students were rated during their first week (pre) at ISC and again at the end of the year (post) by a poll of all ISC professional staff members during a group meeting. Twenty one students who had entered ISC prior to January 1, 1974 were included in the study.

In computing averages for the group, numerical values were assigned to all possible entries within each category. Each category ranged from a +3 indicating the most positive rating to a -3 representing the most negative entry. The broken arrow (- - - →) indicates the point at which they stood at the time of first assessment and the solid arrow (——→) shows the end-of-year rating for the same group. Corresponding numerical values are recorded for each category on the rating scale.

STUDENT RATING SCALE – JR. HIGH INDIVIDUALIZED STUDY CENTER



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The rating scale included shows average shifts for the group studied. There appeared to be little change for the group as a whole, however, many individual changes did occur.

During the 1973-74 school year an attempt was made to record attitudes of student participants. A "Self Appraisal Inventory" of sixty-two items was administered to all students early in the fall. The "Inventory" was then given each new participant as a part of the entry process to the Center. Late in the spring the inventory was again filled out by student participants. There four subscale in the "Self Appraisal Inventory" as follows: peer, family, school, and general. Responses were divided into three groups according to the student's date of entry into the Center:

Group 1 - Before September, 1973
Group 2 - September through December, 1973
Group 3 - After December, 1973

While the number of cases was not large, some trends could be observed. It appeared the students participating in activities of the "Center" the shortest time, group three, became more positive in their responses relative to the category called "attitude toward school".

Group two, students entering the "Center" from September, 1973 through December, 1973, indicated a strong positive change in the "peer" aspect of self-concept. Students who entered the "Center" before school opened in September 1973, group one, demonstrated a positive attitude change in each of the four subscales. The greatest shift occurred in the peer relations subscale.

A summary of the responses to the items in the inventory by twenty-eight students who entered the center during the fall of 1973 follows on another page. Average values for each item indicates the manner in which this group perceives itself in the first half of the school year.

In summary, it can be said on the basis of student appraisal, the impact of the Individualized Study Center initially is the view a student has of him/her self in school situations, that is involving school work, teacher and the classroom. A positive shift then occurs in peer relations which appears to be sustained. Students who have continued to attend the center reported a cumulative effect with positive changes occurring in each of the four subscales. While this measure is a gross reflection of attitude change, student responses to individual items appeared consistent with teacher observations. Further use of this type scale is proposed for the coming year.

SELF APPRAISAL INVENTORY SUMMARY - FALL

Students Entered September Through December, 1973

Mean Value	Sub-Scale	Item	
2.7	S	1.	School work is fairly easy for me.
3.3	G	2.	I am satisfied to be just what I am.
2.1	P	3.	I ought to get along better with other people.
2.3	F	4.	My family thinks I don't act as I should.
2.8	P	5.	People often pick on me.
2.6	F	6.	I don't usually do my share of work at home.
2.2	S	7.	I sometimes feel upset while I'm at school.
2.2	G	8.	I often let other people have their way.
3.1	P	9.	I have as many friends as most people.
2.7	F	10.	Usually no one pays much attention to me at home.
3.7	S	11.	Getting good grades is pretty important to me.
3.2	G	12.	I can be trusted as much as anyone.
3.4	P	13.	I.am well liked by kids my own age.
1.9	F	14.	There are times when I would like to leave home.
2.4	S	15.	I forget most of what I learn..
2.8	F	16.	My family is surprised if I do things with them.
2.5	G	17.	I am often not a happy person.
2.0	P	18.	I am not lonely very often.
2.6	F	19.	My family respects my ideas.
2.8	S	20.	I am not a very good student.
1.9	G	21.	I often do things that I'm sorry for later.
1.7	P	22.	Older kids seem to like me.
1.9	F	23	I sometimes behave badly at home.
2.0	S	24.	I often get discouraged in school.
2.8	G	25.	I often wish I were younger.
3.4	P	26.	I am usually friendly toward other people.
2.5	F	27.	I don't usually treat my family as well as I should.
2.8	S	28.	My teacher makes me feel I am not good enough.
2.9	G	29.	I always like being the way I am.
1.7	P	30.	I am just as well liked as most people.
2.7	F	31.	I cause trouble to my family.
2.1	S	32.	I am slow in finishing my school work.
2.4	G	33.	I often am not as happy as I would like to be.
2.4	G	34.	I am not as nice looking as most people.
2.5	P	35.	I don't have many firends.
2.6	F	36.	I feel free to argue with my family.

Mean Value	Sub-Scale	Item	
2.8	G	37.	Even if I have something to say, I often don't say it.
2.3	P	38.	Sometimes I am among the last to be chosen for teams.
2.6	F	39.	I feel that my family always trusts me.
3.0	S	40.	I am a good reader.
2.9	P	41.	It is hard for me to make friends.
3.1	F	42.	My family would help me in any kind of trouble.
2.1	S	43.	I am not doing as well in school as I would like to.
2.1	S	44	I find it hard to talk in front of the class.
2.4	G	45.	I sometimes feel ashamed of myself.
2.2	P	46.	I wish I had more close friends.
2.4	F	47.	My family often expects too much of me.
2.7	S	48.	I am not very good in my school work.
2.8	G	49.	I am not as good a person as I would like to be.
2.6	P	50.	Sometimes I am hard to make friends with.
2.6	G	51.	I wish I were a different person.
2.1	P	52.	People don't usually have much fun when they are with me.
2.9	F	53.	I am an important person to my family.
3.1	S	54.	People think I am a good student.
2.5	G	55.	I am not very sure of myself.
2.6	P	56.	Often I don't like to be with other kids.
3.1	F	57.	My family and I have a lot of fun together.
2.3	S	58.	There are times when I feel like dropping out of school.
3.1	G	59.	I can always take care of myself.
2.9	P	60.	Many times I would rather be with kids younger than me.
2.5	F	61.	My family doesn't usually consider my feelings.
2.6	G	62.	I can't be depended on.

Value Key: 1. Strong Disagreement
2. Disagreement
3. Agreement
4. Strong Agreement

Subscale Key: F - Family
G - General
P - Peer
S - School

OBJECTIVE 4

Provide a setting in which the student is encouraged to seek the assistance necessary for him to discover ways to compensate for inadequacies in his personal life.

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As one measure of personal growth, the parents of ISC students were asked to express their views on the effectiveness of the ISC program with reference to alleviating their child's problem.

A written questionnaire containing four closed and two open ended questions was sent to all parents during the week of May 27, 1974. The questionnaire is included at the end of this section.

Of the sixteen questionnaires returned eleven parents felt the center had been effective in correcting their child's problem, seven said it had been very effective and one felt the center was ineffective.

The following information summarizes the responses returned on the sixteen parent questionnaires.

Question 1 - To what degree are you familiar with the operation of the Center?

Response	Number
A. Very familiar	5
B. Familiar	9
C. Unfamiliar	2
D. Very Unfamiliar	-

Question 2 - In what ways have you had contact with the Center? (More than one response was possible)

A. Home Visit by staff member(s)	3
B. Visited the Center for conference	11
C. Toured the Center and met teachers	10
D. Received semester progress report	7
E. Telephone conversation	9
F. Evening Parent meetings	
G. No contact	

Question 3 - How would you explain your student's main problem in dealing with a regular school situation? (More than one response was possible)

A.	Behavioral	6
B.	Truancy	3
C.	Emotional	7
D.	Fighting	3
E.	Health	1
F.	Poor Peer Relationship	2
G.	Drug Related	-
H.	Academic	-
I.	Other	-

Question 4 - To what degree do you feel the Center has been effective in changing this behavior in your child?

A.	Very Effective	7
B.	Effective	4
C.	No change Observed	3
D.	Ineffective	-
E.	Very Ineffective	1

Twelve of the sixteen questionnaires returned to the Study Center carried comments. These direct responses are included below.

"Closer relationship with the teachers and more praise."

"He has settled down a lot."

"Her study habits are better, and she likes going there. This makes all of us happy."

"It hasn't helped him any. He's worse than before he went there."

"It did meet the need of a child not able to cope with a regular school situation though her attendance is very poor as she has been in a very emotional state again, still I know she intends to keep on with her schooling when she gets out of the hospital."

"School has helped him a lot. He will go to South next fall."

"I am well pleased in the improvement in V--- since she started to I.S.C. also V--- seems to have changed a lot and the teacher has more time with the children. . ."

"My son seems to be more responsible in his everyday life. He has become more responsive to the family."

"In behavior not so well, but in grades I'm proud."

"He gets better grades. Hasn't had any fights."

"seems to be more well adjusted, better behaved. Seems to face responsibilities well. Has a better outlook on things that didn't seem to matter before. Seems to be proud of of her progress in school."

"V--- has more confidence in herself now. With all of the help she has received I feel she feels more at ease in reading."

"I am happy to have this opportunity to give you a written testimonial to the worth of your program. In D---'s case, I can say unqualifiedly (sic), that you were his academic salvation. He has changed from a depressed, withdrawn "failure", in his own eyes, who was floundering in school - to a happy normal boy who is making satisfactory progress in school work. Both the physical plant and the atmosphere within are ideal for D---'s needs. . ."

OBJECTIVE 5

Provide the basic framework for establishing programs in basic education and introduce vocational skill development to broaden each student's educational and/or vocational horizons.

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The Individualized Study Center curriculum was adapted to meet the special needs of each student. For the most part, the curriculum followed the basic patterns of the regular school operation; however, modifications were made for each student in terms of his emotional, social, academic and occupational information needs. The level of instruction was geared to the student's ability and achievement. Remedial instruction was given to needy students on a one-to-one or small group basis. A flexible schedule enabled the student to determine the number of hours he would work each day at the Individualized Study Center choosing between morning and afternoon classes.

Students were encouraged to study the regular academic subjects such as math, social studies, English and art or science. At the end of each week a progress report was given to each student. In addition, students were encouraged to participate in special activities.

Courses offered by the Center during the 1973-74 school year are shown below. Also shown, are the number of courses students completed during the school year.

COURSES OF STUDY COMPLETED DURING 1973 - 1974

Course of Study	Grade Level		
	7	8	9
Art	11	20	14
English	13	23	35
Math	14	24	37
Reading	16	24	34
Science	5	5	18
Social Studies	14	23	38
	73	113	176
Total Courses Completed		538	

PARENT STUDY GROUP

A well-received innovation, Parent classes, was continued at the study center this year.

The parents that attended the classes were concerned about their parent-child relationship. They had a common desire to develop a more effective method of copin: with the turbulent teenage years of their children.

The class was small. Parents participated for three hours once a week for six weeks.

During the class sessions, the parents learned specific techniques they could use with their children. The techniques were based upon the work of Dr. Thomas Gordon's "Parent Effectiveness Training," as well as upon the philosophy of Haim Ginott and Rudolf Dreikurs. The parents learned that when they have a conflict with their children, they must attack the <u>situation</u> and not the <u>child</u>.

If Bobby will not pick up his room, the parent should focus upon the situation and not attack the child or his personality by blaming, shaming, name-calling, judging and lecturing. These destructive methods can eventually destroy a parent-child relationship.

Through the use of printed material, class discussion and films, the new techniques were introduced. Then the new methods were practiced in class through role-play. The parents practiced on each other, and went home to practice on their families. At the next class meeting, the problems or failures the parents encountered at home using the new methods were discussed and studied to discover why the method had failed. The parents soon learned that it took time, patience, and practice to learn new ways of coping with discipline and learn effective communication. The parents learned the new skills step-by-step until they had fewer power-struggles with their children.

Parent reaction to the group was positive. Parental remarks such as, "This class helped us more than our expensive psychiatric help. Now we not only know we have a problem, but for the first time we know what to do about the problem." One mother remarked, "If I had had this training years ago, I would not have so many problems with my son."

Omaha Public Schools

ADMINISTRATIVE OFFICES
3819 Jones Street
OMAHA, NEBRASKA 681

Dear Parent or Guardian,

Since a member of your family was enrolled in the Individualized Study Center during the past year, we are again asking for help in determining the value of this method of helping students.

To do this we would appreciate your answers to the following questions. All answers will be held in strict confidence.

1. To what degree are you familiar with the operation of the Center? (Please circle one)

   a. Very familiar
   b. Familiar
   c. Unfamiliar
   d. Very unfamiliar

2. In what ways have you had contact with the Center? (Please circle those that apply)

   a. Home visit by staff member(s)
   b. Visited the Center for conference
   c. Toured the Center and met teachers
   d. Received semester progress report
   e. Telephone conversation
   f. Other (Please explain)
   g. No contact

3. How would you explain your student's main problem in dealing with a regular school situation? (Please circle one)

   a. Behavioral b. Truancy c. Emotional d. Fighting
   e. Poor peer relationship f. Drug related g. Health h. Academic
   i. Other (Please explain)

4. To what degree do you feel the Center has been effective in changing this behavior in your child? (Please circle one)

   a. Very effective
   b. Effective
   c. No change observed
   d. Ineffective
   e. Very ineffective

5. How has the Individualized Study Center helped your son or daughter? (Use back of sheet if necessary)

6. How can the Individualized Study Center improve its service to students? (Use back of sheet)

Please return this page in the enclosed self-addressed envelope by Friday, May 31. Thank you.

Sincerely,

Donald W Ruby

Dr. Donald Ruby, Director
Individualized Study Centers

NUMERICAL INFORMATION

7	4		0	3	8		

Project Number

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
327 24 9519	90				X
506 34 3579	90				
504 36 9010	90			X	
481 20 9612	90			X	
521 42 1855	90			X	
234 46 1726	90				X
508 16 2557	02				X
463 46 9910	02				X
578 42 1976	02				X
506 56 0773	02				X
304 48 7203	02				X
460 68 4455	02				X
388 38 4634	02				X
269 26 5197	02				X
485 56 8677	02				X

Social Security Number	Activities	1/4	1/2	3/4	Full
483 52 2311	02				x
507 62 3707	02				x
506 23 7330	02				x
490 42 7542	02				x
509 58 2993	02				x
508 22 0827	02				x
506 62 3810	02				x
505 54 7894	02				x
507 54 7793	02				x
508 66 7921	02				x
577 45 1312	02				x
530 34 7898	02				x
505 68 6314	02				x
337 48 2953	02				x
506 66 2486	02				x
507 58 7536	02				x
507 62 3845	02				x
507 70 7482	02				x
524 64 3123	02				x
507 66 8511	02				x
508 66 9684	02				x
522 70 3842	02				x
298 34 4911	02				x
506 60 4762	02				x
507 68 9486	02				x

Social Security Number	Activities	1/4	1/2	3/4	Full
033 22 7108	02				x
506 58 8576	02				x
556 74 8569	02				x
507 68 6210	02				x
508 70 9073	02				x
331 48 6872	02				x
506 66 4814	02				x
424 62 4422	02				x
505 44 6312	02				x
508 66 7134	02				x
484 62 5457	02				x
481 56 5920	02				x
505 60 5644	02				x
492 44 8359	02				x
505 56 6765	02		x		
508 62 6610	02				x
495 42 8052	02				x
506 42 1552	02				x
506 56 0028	02				x
505 66 4505	02				x
506 40 6394	52				x
507 58 4870	52				x
478 46 4482	52				x
417 60 4182	51				x

Social Security Number	Activities	1/4	1/2	3/4	Full
507 18 3519	51				x
508 64 2712	40				x
507 46 2112	40				x
506 42 1830	40				x
454 88 6242	40				x
505 62 6814	40				x
508 26 0719	40				x
507 56 3993	40				x
507 56 1970	40				x
508 20 7569	90				x

PART III, Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly; do not type.

1. PROJECT NUMBER	2. COUNTY	3. DISTRICT	4. TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
74 038	28	001	1632780

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16	17
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	Teacher Aides	Other Staff	Unduplicated Number of Nonpublic Students (lines 5-10)
614	3228	3417	2380	526	415	00	33	28	13	101	85	1277

PART III, Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly; do not type.

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description (a b c d e)	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
02		46422	13	1749	25							10	1	42		219
02		46436		230	285											
02	862053	46546		2952	5111	1010	349	27		26	28	40	54	43	2	756
02		45546		528								5	1	7		
40	19444	64699	14	062	378	3180	2238	2158				10	1		15	
40	28874	46576		64	130		22							4		
40	11618	74657	3			1	91				8		8			
51	31092	46991	(Included in the count below)							20	10		3			
51	20446	16999	614	3228	3417	2380	526	415							541277	
52	58264	46999		94	234	984	244	88	56			30	3		5	169
90	13739	84699	9									30	3		13	

REVISED
FY 1974

7	4		0	3	8		

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1973 only ☐

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from both FY 73 and 74 ☒

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.)				
			Reading (c)	Media Center (d)	COP (e)	ISC, Jr. High (f)	Counseling/ Community Aides
000	Activity Code Number		02	40	40	40	51
100	Administration Salaries	76,757					
	Other	3,495					
200	Instruction						
	200A Salaries	864,317	569,292	75,284	25,843	87,919	28,162
	200B In-service						
	200C Text Books	90,995	89,462	1,098		435	
	200D A-V Materials	64,286		63,498		788	
	200E Library						
	200F Supplies*	116,143	83,960	1,680		1,781	16,191
300	Attendance Salaries	170,521					170,521
400	Health Services						
500	Pupil Transportation						
600	Operation of Plant	11,210	657	2,356		2,685	
700	Maintenance of Plant	49,153	5,556	37,188		763	
800	Fixed Charges $110,088 for Salaries	125,306	59,893	7,456	3,031	20,861	20,684
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling	5	5				
1230	Non-Instructional Equipment	200					
1230c	Instructional Equipment	60,392	53,228	5,886		955	
9999	Total Expenditures	1,632,780	862,053	194,446	28,874	116,187	235,558

*Includes postage, car allowance, tests, travel, rental of educational equipment.

7	4		0	3	8		

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1973 only ☐

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from both FY 73 and 74 ☒

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.) Psychological Services (c)	Adm./ Evaluation (d)	(e)	(f)	(g)
000	Activity Code Number		52	90			
100	Administration		Salaries	76,757			
			Other	3,495			
200	Instruction						
	200A Salaries		45,082	32,735			
	200B In-service						
	200C Text Books						
	200D A-V Materials						
	200E Library						
	200F Supplies *		4,715	7,816			
300	Attendance						
400	Health Services						
500	Pupil Transportation						
600	Operation of Plant		4,012	1,500			
700	Maintenance of Plant		592	5,054			
800	Fixed Charges		3,540	9,841			
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment			200			
1230c	Instructional Equipment		323				
9999	Total Expenditures		58,264	137,398			

*Includes postage, car allowance, tests, travel, rental of educational equipment.

-91-92-

Project Number

Summer 1974

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
327 24 9519	90			x	
506 34 3579	90				x
504 36 9010	90		x		
481 20 9612	90		x		
234 46 1726	90				x
508 66 9932	02		x		
506 68 5599	02		x		
508 72 1346	02		x		
487 14 5050	02		x		
508 68 7235	02		x		
226 68 7310	02		x		
507 72 6521	02		x		
507 58 8708	02		x		
507 68 9486	02		x		
448 52 6861	02		x		

Social Security Number	Activities	1/4	1/2	3/4	Full
505 46 1702	02		x		
505 56 6765	02		x		
304 48 7203	02		x		
506 58 9193	02		x		
507 62 3707	02		x		
571 48 2010	02		x		
508 66 7921	02		x		
530 34 7898	02		x		
507 70 7482	02		x		
398 34 4911	02		x		
506 66 8784	02		x		
507 68 6210	02		x		
508 66 7134	02		x		
508 30 7395	02				x
508 52 2854	02				x
507 58 4870	02				x
508 36 6121	02				x
495 42 8052	02		x		
507 44 1714	02		x		
506 44 2734	02		x		
506 42 6611	02		x		
484 64 9284	06		x		
147 18 9463	06		x		
483 66 0098	06		x		
506 32 3660	06		x		
507 56 9776	06		x		
284 46 3946	06		x		

Social Security Number	Activities	1/4	1/2	3/4	Full
479 64 2630	06		x		
503 50 4681	06				x
507 70 9781	06		x		
417 60 4186	06		x		
505 58 4013	06		x		
423 66 3610	06		x		
508 66 8716	06		x		
453 52 9713	06		x		
506 64 2348	06		x		
508 40 4881	06		x		
507 60 6592	06		x		
507 54 8425	06		x		
425 84 3472	06		x		
428 88 2101	06		x		
505 64 9650	06		x		
506 66 2690	06		x		
505 58 9220	06		x		
482 58 0813	06		x		
206 24 8383	06		x		
506 70 8442	06		x		
515 48 0936	02		x		
506 32 2565	02		x		
507 52 8096	06		x		
478 70 7234	02		x		
505 58 9419	02		x		
514 52 0111	06		x		
508 22 0827	06		x		

Social Security Number	Activities	1/4	1/2	3/4	Full
506 62 3810	06		x		
508 70 0803	02		x		
510 5[illegible] 9281	06		x		
506 70 8731	02		x		
505 70 3552	06		x		
505 28 5416	06		x		
505 70 1229	06		x		
508 72 1909	02		x		
447 48 9973	06		x		
506 68 2914	06		x		
506 64 9305	02		x		
506 54 6956	06		x		
507 28 2312	01		x		
478 62 2748	01		x		
507 64 2054	01		x		
359 28 1655	01		x		
487 52 4625	01		x		
479 64 0501	01		x		
507 56 8772	01		x		
508 38 5750	01		x		
479 54 5174	01		x		
507 54 8438	01		x		
508 62 6718	01		x		
482 52 0461	01		x		
508 64 5730	01		x		
572 07 9550	01		x		
294 46 1921	01		x		

Social Security Number	Activities	1/4	1/2	3/4	Full
507 14 4570	01		x		
479 56 9289	01		x		
508 72 0917	01		x		
479 56 9289	01		x		
507 66 5886	01		x		
506 68 8272	01		x		
505 64 8909	01		x		
480 54 7337	01		x		
494 60 4104	01		x		
508 58 9107	01		x		
391 46 6444	01		x		
485 64 1094	01		x		
505 62 3022	01		x		
506 70 1853	01		x		
483 54 0395	01		x		
339 40 9206	01		x		
483 22 2016	01		x		
508 48 9229	01		x		
508 32 5092	01		x		
481 52 8939	01		x		
353 30 4148	01		x		
508 [redacted] 6017	01		x		
506 24 7363	01		x		
508 20 7569	90				x
507 18 3519	51				x
506 56 7639	04		x		
261 36 6380	04		x		
412 74 0080	04		x		

PART III, Section 1
PROJECT DATA SHEET — Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly: do not type.

1. PROJECT NUMBER	SUMMER	2. COUNTY	3. DISTRICT	4. TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
74 038	1974	28	001	612842

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16	17
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	Teacher Aides	Other Staff	Unduplicated Number of Nonpublic Students (lines 5-10)
413	532	393	161			34	60	5	23	44	40	20

PART III, Section 2
ACTIVITY DATA SHEET — Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly: do not type.

* Includes encumbrances from the regular school year.

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description (a b c d e)	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
01	464083157 4		413						17.0			2.0	38	34		
02	151543254 5			705	605	74				19.5	1.0	7.0	51	10	6	20
06	746553254 5			557	311	68				20.6	9	3.0	48		6	7
40	547833199 9		413	532	393	161						1.0	1		13	
52*	896946999														3	
51	173543299 9					52	43				1.0		1			
40*	110446999															
40*	284263299 9															
90	516373299 9											2.8	3		12	
73*	122846999				9	66	43									
02*	176731779 99															

7 4 0 3 3

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1973 only ☐

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from both FY 73 and 74 ☒

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.)				
			Pre & Post Kdg (c)	Summer Rdg. Prog (d)	Summer Math Prog (e)	Media Center (f)	Psych (g)
000	Activity Code Number		01	02	06	40	52
100	Administration Salaries	26,584					
	Other	5,775					
200	Instruction						
	200A Salaries	264,996	37,653	42,557	39,631	22,996	7,502
	200B In-service						
	200C Text Books	122,227		79,561	15,044		
	200D A-V Materials	18,929				18,929	
	200E Library						
	200F Supplies *	73,281	3,476	3,765	17,259	220	108
300	Attendance (Salaries)	5,002					
400	Health Services	2,976	1,632	564	780		
500	Pupil Transportation						
600	Operation of Plant	1,986			49	802	88
700	Maintenance of Plant	6,598				5,644	
800	Fixed Charges Includes 32,200 for salaries	48,454	3,647	4,328	1,892	3,524	1,271
900	Food Services	1,228					
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment						
1230c	Instructional Equipment	34,806		20,772		2,668	
9999	Total Expenditures	612,842	46,408	151,547	74,655	54,783	8,969

* Includes postage, car allowance, tests, travel, and rental of educational equipment.

7	4	[redacted]	0	3	8	[redacted]	

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1973 only ☐

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from both FY 73 and 74 ☒

(a)			Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Report ns. Worksheet.) Counseling (c)	In Service (d)	ISC (e)	Adm/Eval (f)	Food Service (g)
000	Activity Code Number		[redacted]	51	40	40	90	73
100	Administration	Salaries	26,584				26,584	
		Other	5,775				5,775	
200	Instruction		[redacted]					
	200A	Salaries	264,996	6,964	371	22,010	10,040	
	200B	In-service						
	200C	Text Books	122,227					
	200D	A-V Materials	18,929					
	200E	Library						
	200F	Supplies *	73,281	300		789	3,936	
300	Attendance	(Salaries)	5,002	5,002				
400	Health Services		2,976					
500	Pupil Transportation							
600	Operation of Plant		1,986			670	174	
700	Maintenance of Plant		6,598			237	32	
800	Fixed Charges	Includes 32,200 for salaries	48,454	5,088	733	4,720	5,096	
900	Food Services		1,228					1,228
1000	Student Body Activities							
1100	Community Services							
1220c	Minor Remodeling							
1230	Non-Instructional Equipment							
1230c	Instructional Equipment		34,806					
9999	Total Expenditures		612,842	17,354	1,104	28,426	51,637	1,228

* Includes postage, car allowance tests, travel, and rental of educational equipment.

7	4	[redacted]	0	3	8	[redacted]	

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1973 only ☐

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from both FY 73 and 74 ☒

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.) Reading (c)	(d)	(e)	(f)	(g)
000	Activity Code Number	[redacted]	02				
100	Administration	Salaries 26,584 Other 5,775					
200	Instruction	[redacted]					
	200A Salaries	264,996	75,272				
	200B In-service						
	200C Text Books	122,227	27,622				
	200D A-V Materials	18,929					
	200E Library						
	200F Supplies *	73,281	43,428				
300	Attendance	(Salaries) 5,002					
400	Health Services	2,976					
500	Pupil Transportation						
600	Operation of Plant	1,986	203				
700	Maintenance of Plant	6,598	685				
800	Fixed Charges	Includes 32,200 for salaries 48,454	18,155				
900	Food Services	1,228					
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment						
1230c	Instructional Equipment	34,806	11,366				
9999	Total Expenditures	612,842	176,731				

* Includes postage, car allowance, tests, travel, and rental of educational equipment.